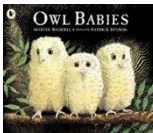



<p>Where did the mother owl go on her journey?</p> 	<p>Derry Hill C of E Primary School</p>	<p>Year 1: Term 3: Spring 2024</p>	
<p>National Curriculum Subject</p>	<p>Key Vocabulary</p>	<p>Key Skills and Knowledge</p>	<p>Learning Intention and Implementation</p>
<p>Science</p> <p>Animals</p> 	<p>Animal</p> <p>Mammal</p> <p>Fish</p> <p>Bird</p> <p>Insect</p> <p>Amphibian</p> <p>Reptile</p> <p>Carnivore</p> <p>Herbivore</p> <p>Omnivore</p> <p>Categorise</p> <p>Habitat</p> <p>Wings</p> <p>Fur</p> <p>Scales</p> <p>Gills</p> <p>Beak</p>	<p><b>Key Skills:</b></p> <p>Grouping and classifying</p> <p>Ask questions to develop their scientific understanding</p> <p>Observe the natural world around them</p> <p>Use simple scientific language (including key vocab)</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, omnivores and herbivores</p> <p><b>Key Knowledge:</b></p> <p>I know that a carnivore eats meat</p> <p>I know that a herbivore eats plants</p> <p>I know an omnivore eats both meat and plants</p>	<p><b>L.I: I can discuss what I have found out</b></p> <p><b>Lesson 1:</b> We will introduce out new topic ‘animals’. We will discuss what we already know about animals and use books and the internet to find out as much as we can. We will then write down facts we have found before adding them to a poster on our topic wall.</p> <p><b>LI: I am beginning to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</b></p> <p><b>Lesson 2:</b> To discuss what they already know about animals. Watch videos and discuss each type of animal and their qualities. Explore how animals can be categorized and have a go at categorizing some ourselves.</p> <p><b>LI: I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</b></p>

I know that there are various different types of animals and can name lots of these

I know that different animals have different body parts and the purpose of these (birds have wings to fly, fish have gills because they don't breathe air, giraffes have a long neck to reach leaves on tall trees, lions have sharp teeth because they are carnivores)

I know that a 'habitat' is where an animal lives and that lots of animals have different types of habitats

**Lesson 3:** Re-cap last weeks animal information. Categorize the animal toys by species but also thinking about how else we can categorize (animals that live in the sea, animals with 4 legs etc). Creating an animal classification table in our books.

**L1: I can compare animals and humans body parts and talk about why these are different**

**L.I: I can perform simple tests**

**Lesson 4:** Talk about our own body parts. Talk about various animal's body parts and compare these with our own. Label an animal's body parts. Write descriptions, thinking about why animals have certain body parts (birds have wings to fly, fish have gills because they don't breathe air, giraffes have a long neck to reach leaves on tall trees, lions have sharp teeth because they are carnivores). We will then perform some simple tests to determine what each sense on our body does and why.

**L1: Investigating and Research**

**Lesson 5:** Today we will focus on research. We will gather all of the information from the past few weeks as well as gathering new facts from books and online to create our own fact files around a certain animal type (for example mammals, birds, fish etc).

## Geography

### Countries and Continents The United Kingdom



World  
Countries  
Continents  
United Kingdom  
Europe  
Asia  
Africa  
South America  
North America  
Antarctica  
Oceania  
Map  
Atlas  
England  
Wales  
Scotland  
Ireland  
Northern Ireland  
Belfast  
Cardiff  
London  
Edinburgh  
Flag  
Ocean  
Arctic Ocean  
Atlantic Ocean  
Southern Ocean  
Indian Ocean  
Pacific Ocean

#### Key Skills:

Locate continents on a world map

Locate the four countries within the United Kingdom

#### Key Knowledge:

I know there are 7 continents

I know where the United Kingdom is on a world map

I know the names of all 7 continents

I know there are 4 countries that make up the United Kingdom

I know where the United Kingdom is on a world map

I know the the names of the four countries that make up the UK

I know what a map/atlas is used for

I know we live in the United Kingdom

I know that UK is short for United Kingdom

#### LI: I am beginning to name and locate the world's seven continents

**Lesson 1:** To explore maps of the world. Spot the United Kingdom on a world map. Discuss the meaning of a continent and the names of all of these on earth. Discuss the characteristics of each continent. Explore different types of maps in groups.

#### LI: I can name and locate the world's seven continents


**Lesson 2:** Exploring maps of the world (continent focussed). Naming and labelling a world map with its seven continents.

#### LI: I am beginning to name and locate the world's five oceans


**Lesson 3:** Explore each ocean of the world and its characteristics. Locate these oceans on a world map. Label a world map using our knowledge of oceans.



#### LI: I am beginning to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom


**Lesson 4:** Explore facts about the United Kingdom, discussing what we already know. Look at the United Kingdom from various different sources (google earth, maps, atlas etc). Introduce the UK's four countries and capitals. Introduce the 4 flags of the UK.

			<p>Colour in each country within the UK and discuss names and capitals.</p> <p><b>L1: I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</b></p> <p><b>Lesson 5:</b> Re-cap United Kingdom knowledge. Exploring maps of the United Kingdom and labelling. Playing the corner game using United Kingdom flags. Matching flags to country and capital city.</p>
<p><b>Art</b></p> 	<p>Texture</p> <p>Create</p> <p>Materials</p> <p>Design</p> <p>Sculpting</p> <p>Rolling</p> <p>Squeezing</p> <p>Shaping</p> <p>Pinching</p> <p>Carving</p> <p>Joining</p> <p>Colour</p> <p>Shape</p>	<p><b>Key Skills:</b></p> <p>Use a range of materials creatively to design and make products</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p><b>Key Knowledge:</b></p> <p>I know that I can use different materials to add texture to my artwork</p> <p>I know various different clay techniques including rolling, squeezing, pinching, carving and joining</p>	<p>This term the children will design and then create animal masks, adding various different materials to create texture, including feathers.</p> <p>They will also create clay owls. They will learn various clay techniques (linked to our key vocabulary) and will explore how sculpture can be used to express their ideas and imagination.</p>

		I know that sculpture can help me express my ideas and imagination	
<b>RE</b>	<p>Jesus</p> <p>Friend</p> <p>Kind</p> <p>Trust</p> <p>Honesty</p> <p>Listening</p> <p>Zacchaeus</p> <p>Crowd</p> <p>Christians</p> <p>Friendship</p> <p>Prayer</p>	<p><b>Key Skills:</b></p> <p>I can ask questions</p> <p>I can discuss the story of Zacchaeus</p> <p>I can write a simple prayer</p> <p><b>Key Knowledge:</b></p> <p>I know how to be a good friend and what friendship looks like</p> <p>I can think about how the crowd, Zacchaeus and Jesus may have felt in the story of Zacchaeus</p>	<p><b>L.I: I can think about what it means to be a good friend</b></p> <p><b>Lesson 1:</b> Today we will introduce our new topic: Jesus as a friend. We will listen to the story 'say hello' and discuss what happens throughout. We will think about what friendship looks like before discussing the things we do to show we are a good friend. We will share experiences in which we've been a good friend as well as discussing situations and what we could do if we thought someone was struggling to be a good friend.</p> <p><b>L.I: I can discuss what it means to be a good friend</b></p> <p><b>Lesson 2:</b> Today we will re-cap what we know about being a good friend. We will talk about how it makes us feel when someone is a good friend as well as when we are a good friend. We will then think about someone in our life who is a good friend to us. We will draw pictures and write descriptions to explain why this person is a good friend.</p> <p><b>L.I: I can recognise how Jesus was a good friend</b></p> <p><b>Lesson 3:</b> Today we will listen to the story of Zacchaeus. We will have lots of discussion surrounding this, including all of the characters actions within the story and whether this made them a</p>

			<p>good friend or not. We will think about how Jesus was a good friend in the story and compare that to how we may have acted in the story if it was us. We will then write down what we think each character may have been thinking at a certain point in the story.</p> <p><b>L.I:</b> <b>Lesson 4:</b></p> <p><b>L.I: I can write a simple prayer, considering what I have already learnt about friendship</b></p> <p><b>Lesson 5:</b> Today we will think about all we know about friendship. We will then write prayers including some of this information, encouraging others as well as ourselves to always be a good friend to others.</p>
<p><b>PE</b></p> 	<p>Gym</p> <p>Gymnastics</p> <p>Partner</p> <p>Apparatus</p> <p>Low</p> <p>High</p> <p>Pike and Straddle</p> <p>Jump</p> <p>Tuck and Star</p> <p>Feet</p> <p>Shapes</p>	<p><b>Key Skills:</b></p> <p><b>Emerging</b> I can explore Tricky challenges (floor and apparatus)</p> <p><b>Expected</b> I can perform some Tricky challenges (floor)</p> <p><b>Exceeding</b> I can perform some Tricky challenges (apparatus)</p>	<p>This term we will focus on many gym skills across different areas, on mats, benches and on the apparatus, including:</p> <ul style="list-style-type: none"> <li>- Jumping on one foot and two</li> <li>- Off bench tuck jumps</li> <li>- Scissor leaps</li> <li>- Climbing a frame</li> <li>- Straight jumps</li> <li>- Pike jumps</li> <li>- Sit and slide</li> <li>- Pencil rolls and egg rolls</li> <li>- Pirouettes</li> <li>- Forward rolls</li> <li>- Bunny hops</li> </ul>

<p><b>Computing</b></p> 	<p>Keyboard Mouse Type Typing Capital letter Lowercase letter Space bar Left Right Click Drag</p>	<p><b>Key Skills:</b></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p><b>Key Knowledge:</b></p> <p>I know that a keyboard contains letters</p> <p>I know the mouse helps me control things on the computer screen</p> <p>I know that I can use the click and drag method to help me create</p> <p>I know that I must ask a grown up before doing something new on the computer</p> <p>I know how to use a computer safely (keeping my personal information private)</p>	<p>This term the children will be learning how to use a computer keyboard and mouse to create digital content.</p> <p>We will use the computers to try and draw our own owl pictures.</p> <p>We will use the click and drag method to complete various computer programs including designing our own house and making our own pizza.</p> <p>We will also carry out some owl research on the iPads, attempting to note some of these down using our new keyboard skills.</p>
<p><b>Music</b></p> 	<p>Beat Tempo Pitch</p>	<p><b>Key Skills:</b></p> <p>Demonstrate pitch using my voice</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>This term the children will use their own voices to explore pitch.</p> <p>We will be learning a new song and focussing on finding the beat whilst changing the tempo of the song.</p> <p>They will create their own animal/bird sounds and change the pitch of their</p>

		<p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p><b>Key Knowledge:</b></p> <p>I know that pitch means when a sound is higher or lower</p> <p>I know that tempo means the speed at which a piece of music is played</p> <p>I know that beat means the rhythm of the music</p>	<p>voice depending on the animal they are portraying.</p>
<p><b>PSHE</b></p> <p>HEALTHY LIFESTYLE</p> 	<p>Hygiene</p> <p>Clean</p> <p>Germs</p> <p>Healthy</p> <p>Unhealthy</p> <p>Fit</p> <p>Food</p> <p>Protein</p> <p>Dairy</p> <p>Fats</p> <p>Meat/Fish</p> <p>Water</p> <p>Exercise</p> <p>Heart rate</p>	<p><b>Key Skills:</b></p> <p>Understand how to live a healthy lifestyle</p> <p>Compare healthy and unhealthy foods</p> <p>Compare a resting heart rate and a raised heart rate</p> <p><b>Key Knowledge:</b></p> <p>I know what foods are healthy and which are unhealthy</p> <p>I know that having a balanced diet is healthy</p> <p>I know that exercise helps keep my mind and body fit</p> <p>I know that water is important and why</p>	<p>This term we will focus on being healthy. We will look at different food groups and how these have an impact, as well as thinking about how exercise is important. We will talk about how hygiene and staying fit is important and different things we can do each day in order to keep us fit and healthy.</p>



		I know that hygiene is important for my overall health	
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