

What do we know about animals?



Derry Hill C of E Primary School

Year 1: Term 4: Spring 2026

National Curriculum Subject

Key Vocabulary

Key Skills and Knowledge

Learning Intention and Implementation

Science

Animals



bird
 amphibian
 mammal
 reptile
 fish
 feather
 backbone
 warm-blooded
 characteristic
 hatchling
 reptile
 gill
 amphibian
 scale
 cold-blooded
 predator
 herbivore
 canine
 omnivore
 carnivore

I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

I can identify and name a variety of common animals that are carnivores, herbivores and omnivores

I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

I can label a diagram.

I can record my observations.

I can use my observations to suggest answers to questions.

I can group and sort (classify) various animals.


I can use my senses, and take measurements to make observations.


We will begin our learning by exploring the 5 groups of animals; birds, mammals, reptiles, fish and amphibians. We will identify the main characteristics of each group.


We will focus on birds for our second sessions, comparing birds and mammals and identifying their key characteristics. We will label diagrams and think about what birds and mammals have in common.


We will look at the similarities and differences between amphibians, reptiles and fish. We will use our questioning skills and scientific vocabulary to play 'Guess my animal'.


We will think about what it means to be a carnivore, herbivore and an omnivore. We will then sort some animals into a Venn diagram depending.

	<p>natural shelter pet veterinary wild compare similarities differences</p>	<p>I can use some scientific language.</p>	<p>We will look at the difference between wild animals and pets, sorting animals into groups; suitable for a pet and not suitable for a pet. Identifying why an animal is or is not suitable to be a pet.</p>
<p>Geography</p> <p>Countries and Continents</p> <p>The United Kingdom</p> 	<p>World Countries Continents United Kingdom Europe Asia Africa South America North America Antarctica Oceania Map Atlas England Wales Scotland Ireland Northern Ireland</p>	<p>Key Skills:</p> <p>Locate continents on a world map</p> <p>Locate the four countries within the United Kingdom</p> <p>Key Knowledge:</p> <p>I know there are 7 continents</p> <p>I know where the United Kingdom is on a world map</p> <p>I know the names of all 7 continents</p> <p>I know there are 4 countries that make up the United Kingdom</p> <p>I know where the United Kingdom is on a world map</p>	<p>We will begin learning about the continents, the countries of the United Kingdom, including capital cities, and the oceans. Our learning will continue into term 5.</p> <p>We will explore a variety of maps, use atlases, videos, books and the internet (for example, looking at google earth) to support our learning. Where possible we will make our learning active, through games, puzzles, activities and role play. We will begin by focusing on the UK and the four countries that make up the United Kingdom, we will also learn the four capital cities and begin to identify the flags of the UK</p> <p>To support our learning we will create a travel agents role play, enabling us to identify countries and continents that we want to visit, looking at the main</p>

	<p>Belfast Cardiff London Edinburgh Flag Ocean Arctic Ocean Atlantic Ocean Southern Ocean Indian Ocean Pacific Ocean</p>	<p>I know the names of the four countries that make up the UK</p> <p>I know what a map/atlas is used for</p> <p>I know we live in the United Kingdom</p> <p>I know that UK is short for United Kingdom</p>	<p>features of different countries, including climate and weather.</p>
<p>Art</p> 	<p>Texture Create Materials Design Sculpting Rolling Squeezing Shaping Pinching Carving Joining Colour Shape</p>	<p>Key Skills:</p> <p>Use a range of materials creatively to design and make products</p> <p>Use 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>Key Knowledge:</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>We will begin our art learning by using different materials to make a variety of animals, thinking about how we can add pattern and texture to our pictures, for example using feathers to create a bird picture, or using paint and sponge printing for fish scales. We will then move on to sculptures, first developing our techniques with play dough and then moving on to making textures, shape, pattern and developing form with clay. We will then use our new skills and techniques to make clay animals.</p>

		I know that sculpture can help me express my ideas and imagination	
<p style="text-align: center;">RE</p> 	<p>Easter</p> <p>Jesus</p> <p>God</p> <p>Christians</p> <p>Jerusalem</p> <p>Palm leaves</p> <p>Supper</p> <p>Tomb</p> <p>Risen</p> <p>Heaven</p>	<p>Key Knowledge:</p> <p>I know Easter is very important in the ‘big story’ of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross.</p> <p>I know that Christians believe Jesus builds a bridge between God and humans.</p> <p>I know Christians believe Jesus rose again, giving people hope of a new life.</p> <p>I know some of the ways that Christians celebrates Easter.</p> <p>Key Skills:</p> <p>I can recall, and begin to retell, religious stories.</p> <p>I can recognise religious symbols, and other verbal and visual forms of religious expression.</p> <p>I can talk about my own experiences and feelings, in relation to religion and belief.</p> <p>I am beginning to recognise that some questions cause people to wonder and are difficult to answer.</p>	<p>We will spend the last week of the term focusing on Easter; why it is important to Christians, the main events of the Easter story, how it makes us feel and the significance of Easter celebrations. This will culminate in our Easter service at the end of the week.</p> <p>We will learn the main events of the Easter story, beginning by recapping Palm Sunday, which the children learnt about in Dormouse Class. We will use drama, art and storytelling as much of the basis of our learning. We will identify the different symbols that we see at Easter time, learning about what they represent and why they are important to Christians. We will also think about forgiveness, and how important, and hard, it is.</p>

<p style="text-align: center;">PE</p> 	<p>Backwards Bounce Control Direction Sidestep Travel Shape Balance Control Bend Sequence Respond Beat Demonstrate Perform</p>	<p>Key Skills:</p> <p>Develop fundamental movement skills to be able to react and move quickly and develop control with a ball, including catching, to prepare for activities and games using equipment.</p> <p>I can move confidently in different ways. I can perform a range of skills and link two movements together. I can perform a sequence of movements with some changes in level, direction or speed.</p>	<p>This term the children will be further developing their ball skills with Mr Fry, our specialist PE coach.</p> <p>We will also be undertaking some simple dance lessons where the children will develop the fundamental movements of dance and they will be introduced to the concept of simple sequences and repeating patterns. They will work individually and collaboratively to begin to link movements into repeatable dance steps. Gain confidence to share ideas and perform in a range of contexts</p>
<p style="text-align: center;">Computing</p> 	<p>Keyboard Mouse Type Typing Capital letter Lowercase letter Space bar Left Right Click Drag</p>	<p>Key Skills:</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>Key Knowledge:</p> <p>I know that a keyboard contains letters</p>	<p>This term the children will be further developing their mouse, keyboard and computer skills in order to create their own digital content.</p> <p>We will focus more on keyboard skills and bring our topic learning into the computer suite where we will have a go at creating some animal images and typing some simple sentences.</p> <p>We will also carry out some research on the iPads, attempting to note some of these down using our new keyboard skills.</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>Music</p> 	<p>rhythm</p> <p>timbre</p> <p>beat</p> <p>tempo</p> <p>pitch</p> <p>musical instrument</p> <p>violin</p> <p>piano</p> <p>guitar</p> <p>flute</p> <p>composer</p> <p>percussion</p> <p>wind instruments</p> <p>stringed instruments</p> <p>dynamics</p>	<p>Key Skills and Knowledge:</p> <p>I can move in time to the music.</p> <p>I can recognise and describe different types of sound and know that these are called timbres.</p> <p>I can name some instruments that make the sounds.</p> <p>I can describe basic tempo and pitch in a piece of music and recognise when these change.</p> <p>I can describe the character of the music that I listen to and respond to this in movement.</p> <p>I can compare two pieces of music.</p> <p>I can create a short sequence of sound to describe an animal and choose the best tempo, dynamics and timbre for my piece.</p>	<p>This term our focus is listening skills: using pitch, timbre and rhythm to create movement in music. The activities that we will undertake to support our learning will include; listening to Carnival of the Animals and moving like different animals, matching instruments to animals and making sound patterns to sound like different animals.</p>

PSHE



Behaviour
Bully
Bullying
Consistent
Emotions
Kindness
Trust
Relationships

Key Skills:
To develop emotional intelligence

Developing a positive self-image and self-worth

Understand how to keep themselves safe

Key Knowledge:
A bully is not someone who does something unkind once or by accident. Bullying occurs consistently over a period of time

Kind behaviour towards others is important in order to allow other people to trust you and build relationships

This term we will be thinking about bullying and behaviour. We will explore the people who are important to us. We will discuss the behaviour we would like someone to show us and why this is important to do the same in return. We will talk about what the word 'bully' means and when it is important to share incidents with someone we trust.