

BIG QUESTION

Where do animals live in the world?

Building on prior learning

- Children have previously identified names of animals that they may have seen or encountered.
- Identified what animals need to survive.

Sticky Words

Adaptability, Resilience

Little Questions

What am I? Where do I live? What is a habitat?

What are polar animals?

What lives in the ocean?

What animals live in the rainforest?

What animals live in a desert/savannah?

What animals live on a farm?

Point for critical thinking.

As ice caps melt what will happen to this family of polar bears?



Awe, wonder and reciprocity

Visit to Windmill Farm Park in Spring 2. Dates to be confirmed.

As an early learner:

KNOWLEDGE/SKILLS –

MS1 - Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge

MS2 - Explain the reasons for rules, know right from wrong and try to behave accordingly

EAD1 Explore, use and refine a variety of artistic effects to express ideas and feelings.

EAD2 Return to and build on their previous learning, refining ideas and developing their ability to represent them

EAD3 Create collaboratively sharing ideas, resources and skills

EAD6 Sing in a group or on their own, increasing matching the pitch and following the melody

CM1 - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

CM2 - Share their creations, explaining the process they have used

UtW 5 Draw information from a simple map

UtW 8 Recognise some similarities and differences between life in this country and life in other countries

UtW 9 Explore the natural world around them

UtW 11 Recognise some environments are different to the one in which they live

PCC1 - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

PCC3 - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps

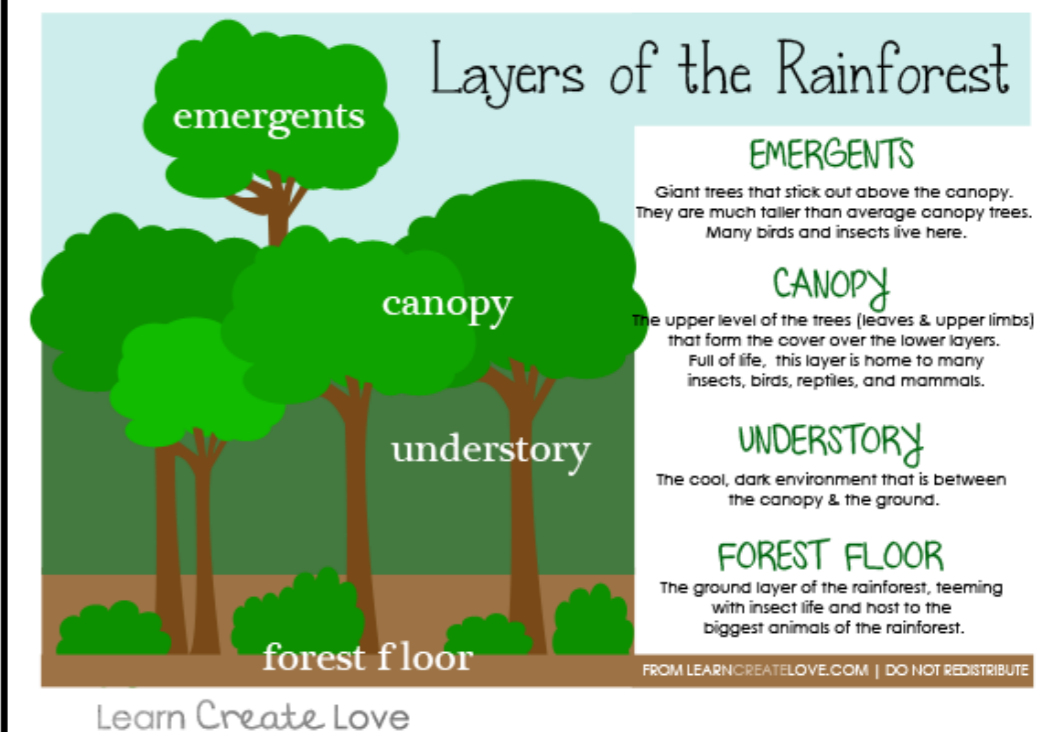
NW2 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class

As a confident person:

KNOWLEDGE/SKILLS – children to be able to voice their thoughts, ideas and opinions in a respectful manner.

Oracy in Action	
Exploratory	Presentational
Children will introduce, expand and consolidate key vocabulary.	Small group presentation about an animal habitat
Focused talk tactics	
Instigate I think... I would like to explain...	
Probe What evidence do you have to support...?	

Timeline/ atlas images / facts /dates



Through information technology:

KNOWLEDGE/SKILLS –

To use a camera to take pictures of animals.

VOCABULARY:

Camer, picture, capture

