

Year 1	Is it our responsibility to help? Spring 1		
Consequences		Choice	Responsibility
<p>Key Questions</p> <ul style="list-style-type: none"> • What is an endangered animal? • Where is Africa? • Where do endangered animals live in Africa? • What is Africa like where endangered animals live? • How has the area of Africa been spoilt? • What is poaching? • How has poaching of Rhinos changed over time? • What is an animal sanctuary? • What is 'Born Free'? • What does 'Born Free' do to help endangered animals? 		<p>Essential Knowledge</p> <ul style="list-style-type: none"> • Recognise and explain what an endangered animal is. • Identify that Africa is a hot place and name some of its physical features including the desert. • Compare photographs of the environment in Africa. • Discuss how the environment in Africa has changed. • Identify changes in poaching of Rhinos. • Recognise and explain how animal sanctuaries help endangered animals. • Discuss the work that the organisation Born Free does for endangered animals. 	
<p>Art</p> <p>Paintings of sunset silhouettes in the style of Mariaan Krog 'Silhouettes in Africa'</p> <p><i>VOCAB: paint, painting, silhouette, brushmark, colour, colour-mixing, colour-scheme, fire, harmony, hot, primary colour, secondary colour, tertiary colour, shape, tone, warm</i></p>	<p>English</p> <p><i>Key Texts</i></p> <p>Running Rhino Handa's Surprise</p> <p><i>Writing Opportunities</i></p> <p>Retell a story Diary entry Non-chronological report</p> <p><i>Grammar</i></p> <p>Using nouns and verbs to create sentences Using adjectives to add description Using conjunctions to add detail Using a range of punctuation including question marks and exclamation marks</p>	<p>History</p> <p>How has the poaching of Rhinos changed over time? Is it happening more or less today than it was in the past?</p> <p>How has the Born Free sanctuary helped endangered animals over time?</p> <p><i>VOCAB: today, the present, long ago, the past, old, new, similar, different, photograph, before, after, sources of evidence, then and now, what?, when?, where?, change, importance,</i></p>	<p>History Targets – A Year 1 Historian</p> <p>I can use words and phrases like: old, new and a long time ago.</p> <p>I can recognise that some objects belonged to the past.</p> <p>I can explain how I have changed since I was born.</p> <p>I can explain how some people have helped us to have better lives.</p> <p>I can ask and answer questions about old and new objects.</p> <p>I can spot old and new things in a picture.</p> <p>I can explain what an object from the past might have been used for.</p>

<p>Design Technology Animal puppets (textiles)</p> <p><i>VOCAB: symmetry, strong, gluing, sewing, stitching, design, evaluate, make, pattern, design, fabric, needle, join, template, materials</i></p>	<p>Maths <i>Key Skills</i></p> <p>Addition and subtraction to 20 Place value to 50 Understanding tens and ones</p> <p><i>Cross Curricular Opportunities</i> Count and represent the countries on a map of Africa with numbers to 50</p> <p>Counting animals on safari, identifying one more and one less than a number to 50</p> <p>Order groups of objects from the market stall for the pancake party in Handa's surprise</p>	<p>Geography</p> <p>Where is the continent of Africa? Where is South Africa? What are the physical and human features of Africa? What is it like living in a hot country? I know that the weather is different in Africa than it is in the UK. Locate where some endangered animals live. Identify features of an animal sanctuary.</p> <p><i>VOCAB: continent, ocean, sea, world, changes, similar, different, hot, cold, weather, atlas, Earth, land, water, sea, beach, forests, mountains, deserts, Africa, South Africa, UK, England, Stafford, temperature, physical features</i></p>	<p>Geography Targets - A Year 1 Geographer</p> <p>I can keep a weather chart and answer questions about the weather. I can explain where I live and tell someone my address. I can explain some of the main things that are in hot and cold places. I can explain the clothes that I would wear in hot and cold places. I can explain how the weather changes throughout the year and name the seasons. I can name the four countries in the United Kingdom and locate them on a map. I can name some of the main towns and cities in the United Kingdom.</p>
<p>Additional links</p> <p>Global Learning: SMSC/Jigsaw taught by Mrs Howell</p> <p>Citizenship: protecting animals from endangerment, impact from animal poaching</p> <p>ICT/Computing: Computing taught stand alone.</p>	<p>Science</p> <p>Identifying names and properties of a variety of materials. Investigate materials and why they have certain properties/how we can prove they have certain properties. I can design a shelter that is appropriate for an animal to live in a sanctuary that has all the</p>	<p>WOW Starter</p> <p>Africa Day (African dress up day, warm vibrant colours, as an animal) - making African necklaces, African drumming/music, weaving, African pattern making on purplemash</p> <p>Visits</p> <p>African drumming</p>	<p>Links to previous topics and skills</p> <p>History: Change over time and thinking about what has happened 'before' and 'after' an event. Science: Animal classes Geography: Continents of the world, the weather in different areas of the world. Art: Painting around an outline</p>

<p>Music: taught by Mrs Howell</p> <p>PE: Gymnastics</p> <p>Homework/Independent Learning:</p> <p>English: Write a news report to inform people about rhino poaching.</p> <p>Maths: Have a look at a map of the countries in Africa. Can you count them all and show me how you've done it?</p> <p>Science: Design a shelter for a rhino to make sure they are kept safe and healthy. Think about the types of materials you will need to build your shelter and why you are using them.</p> <p>Geography: Write a quiz about South Africa including facts about the area, the animals and the people that live there.</p> <p>Art: Create a 3D sculpture of your favourite African animal.</p> <p>DT: Create a money box to help raise money for endangered animals in Africa</p>	<p>materials it would need to protect it.</p> <p><i>VOCAB: materials, properties, wood, plastic, glass, metal, rock, uses, objects, waterproof, absorbent, strength, structures, brick, paper, elastic, natural, man-made, shiny, dull, smooth, rough, stretchy, stiff, opaque, transparent, hard, soft, plan, record, observe, identify, classify, answer, compare, equipment, test, sort, group, weaker, stronger</i></p>		
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