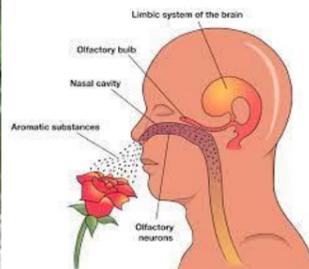


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|-----------------|-----------------|
| Amazing Animals | Year 1 Spring 1 |
|-----------------|-----------------|

| | Prior Knowledge | New Knowledge | Future Knowledge |
|---------|---|--|---|
| Science | Observing and exploring the life cycles of frogs and butterflies. Exploring and learning about minibeasts. Learning about animals and their habitats. Identifying animals and their young. (YR) | Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Y2) Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. (Y3) |

| Key Questions | Key Individuals | Key Vocabulary |
|---|---|---|
| What different types of animals are there? What is the difference between a carnivore, a herbivore and an omnivore? What are the different senses of the human body and what do we use them for? What parts of the human body can you name? What causes animals to be endangered? | <p>George Mottershead (1894-1978) the founder of Chester Zoo, disliked seeing the animals confined in cages, and was determined to create a zoo without bars.</p> <p>Steve Irwin (1962-2006) a worldwide celebrity who highlighted man's mismanagement of natural resources and endangered animals.</p> | <p>Carnivore - an animal which eats only meat.</p> <p>Herbivore - an animal which eats only plants.</p> <p>Omnivore - an animal which eats a mixed diet from plants and animals.</p> <p>Mammals - a warm-blooded animal (e.g. dog, bear, whale, human being) with a backbone that has skin usually more or less covered with hair.</p> <p>Reptiles - an air-breathing cold-blooded egg-laying vertebrate with an outer covering of scales or plates and a bony skeleton (e.g. crocodile, tortoise, lizard).</p> <p>Amphibians - Amphibians are cold-blooded with backbones that don't have scales. They live part of their lives in water and part on land (e.g. frogs, toads).</p> <p>Senses - help us to understand what's happening around us. There are five senses – sight, smell, touch, taste and hearing.</p> <p>Endangered - animals at risk of extinction</p> |



| | | |
|-----------------------|--------------------------|---------------------|
| MAMMALS | BIRDS | REPTILES |
| AMPHIBIANS | INVERTEBRATES | FISH |

CARNIVORES

Animals that mainly (or exclusively) feed on the meat of other animals.

Examples include:
Wolves, Big Cats, Spiders, Owls, Sharks, Preying Mantis, Crocodiles

OMNIVORES

Animals that are biologically able to eat both plants and meat.

Examples include: Humans, Dogs, Pigs, Bears, Hedgehogs, Chickens

HERBIVORES

Animals that only eat plants. These plants can include grasses, grains, seeds, nuts, fruits and others.

Examples include:
Elephants, Horses, Pandas, Cows, Sheep, Iguanas, Geese, Butterflies.

Curriculum Leaflet

Year 1, Spring 1

Year 1 will be exploring the topic: 'Amazing Animals'. This unit of work will have a specific focus on developing the children's knowledge, skills and understanding in Science.

| Maths | English | Home |
|---|---|--|
| <p>Maths Unit</p> <p>Place Value (within 20)</p> <ul style="list-style-type: none"> Count and understand numbers within 20 Number line up to 20 Comparing numbers Ordering numbers <p>Addition and Subtraction (within 20)</p> <ul style="list-style-type: none"> Doubles Number bonds within 20 Related facts Missing number problems <p>Consolidation:</p> <ul style="list-style-type: none"> Shape Place value Addition & subtraction | <p>We will be reading: <i>Black Dog</i>, Levi Pinfold</p> <p>Writing Genres:</p> <p>Descriptive Writing:</p> <ul style="list-style-type: none"> Nouns and adjectives Ambitious vocabulary Emotion words Begin to self-correct and edit their own work <p>Poetry</p> <ul style="list-style-type: none"> Choice of Adjectives Structure of a poem – Mirroring adult format Introduce similes/metaphors <p>Recount</p> <ul style="list-style-type: none"> First person and correct tenses Writing in a chronological sequence Using time connectives – After that, finally Factual recall of events | <p>Families can support learning in the following ways:</p> <ul style="list-style-type: none"> Use of Phonics Play or a similar website to revisit and practise the Phase 2, 3 and 4 sounds and tricky words Daily reading Using your senses to guess what things are Watching clips of different animals hatching from eggs Discuss the importance of a healthy lifestyle Sharing stories for enjoyment Visit live animals and discuss the animal groups and their diets. Practise rapid recall of all number bonds and doubles, applying these to real life problems Read, write and spell all Year 1 common exception words and high-frequency words and place them into sentences Knowing the parts of your body TTRS Website |