

## Repton Manor Primary School Medium Term 2 Plan (Animal Magic)



<b>Creating</b> Use info to create something new	<b>Evaluating</b> Critically examine info and make judgements	<b>Analysing</b> Take info apart and explore relationships
<b>Applying</b> Use info in a new situation		
<b>Understanding</b> Understand and make sense of info		
<b>Remembering</b> Remember and recall info		

### Greater Depth Skills

### Expected Skills

### Emerging Skills

**Topic:** Animal Magic

**Year Group:** 1

**Terms:** 2

<b>Subject - Discrete</b>	<b>Maths</b>	
<b>Unit</b>	Addition and Subtraction within 10 ( 4 weeks)	Geometry - shape (2 weeks)
<b>Small Steps</b>	Find a part Subtraction - find a part Fact families - the 8 facts Subtraction - take away (How many left?) Subtraction - take away/cross out (How many left?) Subtraction on a number line Add or subtract 1 or 2	Recognise and name 3-D shapes  Sort 3-D shapes  Recognise and name 2-D shapes  Sort 2-D shapes  Patterns with 2-D and 3-D shapes

<b>Framework objectives</b>	I can add and subtract one digit numbers and explain my method in pictures or by using resources. I can recall at least four of the six number bonds to 10 and reason about the associated facts.	I can recognise, name and sort 2D and 3D shapes - <i>Rectangle, square, circle, triangle, cuboids (including cubes), cylinders, cones, pyramids, spheres.</i>
<b>Enhanced Provision</b>	Number lines Tens frames Counters Dice Numicon Missing number tracks Part, part whole and counters Number fans	2D shapes 3D shapes Real life 2D and 3D shapes

<b>Subjects - Discrete</b>	<b>RE</b>	<b>Games</b>	<b>PE</b>	<b>Music</b>	<b>Computing</b>	<b>E-Safety</b>
<b>Unit</b>	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	<b>Sending and receiving</b>	<b>Dance</b>	<b>No Chranga this term</b> - <b>zoo time topic application</b>	Digital writing	Self-image and Identity
<b>Small Steps</b>	<ul style="list-style-type: none"> <li>What can I learn from stories from religious traditions?</li> <li>Are symbols better than words at expressing religious beliefs?</li> </ul>	<ul style="list-style-type: none"> <li>Can dribble a ball using a range of body parts.</li> <li>Can pass a ball accurately using a range of body parts.</li> <li>Can receive a ball using a range of body parts.</li> <li>Can shoot at a target using rolling and kicking.</li> </ul>	<ul style="list-style-type: none"> <li>To move in a variety of ways.</li> <li>Can create a variety of shapes and positions with the body.</li> <li>To follow a simple routine.</li> <li>To join movements together.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>To use a computer to write</li> <li>To add and remove text on a computer</li> <li>To identify that the look of text can be changed on a computer</li> <li>To make careful choices when changing text</li> <li>To explain why I used the tools that I chose</li> <li>To compare typing on a computer to writing on</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.</li> <li>If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.</li> </ul>

<p><b>Framework objectives</b></p>	<ul style="list-style-type: none"> <li>I can talk about a gift that is special to me</li> <li>I can remember some parts of the Christmas story.</li> <li>I can suggest a gift I would give to Jesus.</li> <li>I can talk about how cards help to mark celebrations.</li> </ul>	<ul style="list-style-type: none"> <li><b>Can dribble a ball using a range of body parts.</b></li> <li><b>Can pass a ball accurately using a range of body parts.</b></li> <li><b>Can receive a ball using a range of body parts.</b></li> <li><b>Can shoot at a target using rolling and kicking.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>To move in a variety of ways.</b></li> <li><b>Can create a variety of shapes and positions with the body.</b></li> <li><b>To follow a simple routine.</b></li> <li><b>To join movements together.</b></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<p>paper</p> <ul style="list-style-type: none"> <li>I know that I can use technology for text (writing) and drawing pictures.</li> <li>I know technology can be used to create and present my ideas.</li> <li>I can use technology to write changing font type, solar and size.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise that there may be people online who could make me feel sad, embarrassed or upset.</li> <li>If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust.</li> <li></li> </ul>
<p><b>Topic Application</b></p>	<ul style="list-style-type: none"> <li>Make a card for Christmas.</li> </ul>	<ul style="list-style-type: none"> <li>sending and receiving consolidation competition lesson</li> </ul>	<ul style="list-style-type: none"> <li>Dance consolidation lesson</li> </ul>	<ul style="list-style-type: none"> <li><b>Create animal noises/theme tunes with a variety of instruments (carnival of the animals to influence)</b> <ul style="list-style-type: none"> <li><b>Animal performance</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<p><b>Enhanced Provision</b></p>	<ul style="list-style-type: none"> <li>Ordering story cards</li> <li>Puppets for characters in the story</li> <li>Wrapping/designing a present</li> </ul>	<ul style="list-style-type: none"> <li><b>Balls and targets</b></li> </ul>	<ul style="list-style-type: none"> <li>music, dance ribbons</li> </ul>	<ul style="list-style-type: none"> <li>percussion instruments</li> <li>CD player</li> </ul>	<ul style="list-style-type: none"> <li>keyboard (dance mat) games on classroom laptop</li> </ul>	<ul style="list-style-type: none"> <li><b>Laminated voting system next to laptops - safe/unsafe behaviour shown on a picture.</b></li> </ul>

<b>Animal Magic</b>	<b>Big Questions</b>	<b>Subject Coverage (Subject, Context)</b>	<b>Learning Opportunities (Lesson order and structure, including small steps)</b>	<b>Enhancements to Provision (Additions to the environment which allow children to continue/ extend their learning)</b>	<b>Objectives Covered (from subject Frameworks)</b>
<p><b>Class Reader: The Lion Inside</b></p> <p><b>SS: Creepy Claws experience</b></p>	<p><b>BQ1: What can we learn from animals?</b></p> <p><b>Big Answer: Lion Inside innovation book</b></p>	<p><b>Writing:</b> Capital letter, full stop, finger spaces, personal pronoun I, Cinquain, Recou</p>	<p>Storytelling: Lesson 1: Circle time: Look at pictures and discuss the experience with the children. What was new? different? fun? What new things did they learn? Draw favourite animal from Creepy claws experience.</p> <p>Lesson 2: Recount of favourite animal from creepy claws experience.</p> <p>The Lion Inside</p>	<p>Role play area: a zoo gift shop/ vets/ christmas post office roleplay</p> <p>Guess the animal activities/ mystery animals puzzles, bugs in pots/ hunts inside and outside activities</p> <p>Seasonal (ice challenge), leaves, bird spotting (binoculars), thermometers to continue</p>	<p>Writing:</p> <ul style="list-style-type: none"> <li>I spell unknown words using Set 1 and 2 phonemes (sounds). <b>(Phonetically plausible attempts: yoo, rayn, sed, friend).</b></li> <li>I write from memory rehearsed simple dictated sentences including the</li> </ul>

**MM: Share  
cinquain  
with year 2**

**FF: Christmas  
performance  
to parents  
(animal  
songs -little  
robin,  
penguin,  
rudolph)**

**Has this  
been added  
to calendar?**

**Learning  
Environment**

:  
**zoo gift  
shop/ vets/  
christmas  
post office  
roleplay  
Guess the  
animal  
activities/  
mystery  
animals  
puzzles, bugs  
in pots/  
hunts,  
seasonal (ice  
challenge),  
leaves, bird  
spotting  
(binoculars),  
thermomete  
rs**

**BQ2: How are  
animals the  
same or  
different?**

**Big Answer:  
Cinquain  
sharing**

nt,  
Descriptions

**Science:**

Animals  
(animal  
classes,  
carnivore,  
herbivore,  
omnivore)

**Art and  
Design:**

Colour/ Form/  
exploration  
and  
expression/criti  
cal thinking  
and language

Lesson 1 - read story and discuss meaning, identify the lessons in the story. Can they identify with any of the characters?  
Lesson 2 - character adjectives (mouse and lion) How would they describe the lion and the mouse? Write words they could use for a character description. Children identify key words and spell them using phonetically plausible strategies.

Lesson 3 - character description (mouse/ lion) Build on the vocabulary previous vocabulary lesson to write short sentences about the mouse/lion. Focus on using full stops and clear finger spacing as well as improving letter formation.

Lesson 4 - Re read the story and act it out. Pupils will use simple props to help them retell the story and sequence the main events of the story. Can they show the emotions of the characters using drama?

Lesson 5 - story map - sequence the events using the story map technique. Can they retell the story independently?

Topic (Science)

Lesson 1 -Mammals. What is a mammal? Do all mammals look the same? What is different about them? What is the same? Look at pictures. How can we sort them? Play guess the mammal using pictures to encourage observations.

Lesson 2 -Birds What is a bird? Show pictures of mammals and birds. What is the same? What is different? How can we tell if this is a bird or a mammal?

Lesson 3 - Insect. What is an insect? Can all insects fly? Where can we find insects? Compare birds and insects. Some can fly but they are not birds. Look at other features. How many legs should an insect have?

Lesson 4 - Amphibians. What makes an amphibian special? Why is an amphibian not a mammal? Why is it not a fish?

Lesson 5 -Fish. What is a fish? Look at different pictures of fish. Are they all the same? What is the same and what is different? Can we think of some things that all fish do/have?

Lesson 6 - Herbivore/carnivore/omnivore intro. All animals need to eat. What we eat can be sorted into three groups. What pets do we have? Can we categorise them using their diet? Using their features?

Topic (Art and Design)

Lesson 1 - Franz Marc introduction. The children will find out information about the artist and an expressionist style. They will say if they do or do not like a piece of art and give a reason.

Lesson 2 - Colour exploration. The children will develop their understanding of Primary and Secondary colours by mixing

building data skills and knowledge of the world and seasons around them.

Colour mixing activities exploring colours in different ways (foam, sand, playdough, paint), joining different materials, collaging animals making deliberate colour choices and experimenting with layering coloured tissue paper.

Percussion instruments - can they create a song for an elephant, a mouse or a fish? How would they sound different?

Information posters, tick lists, animal hunts. Pupils can create their own information posters using leaflets/images collected. This could include their learning from the creepy claws experience.

Lego animal houses/building nests from natural materials, how big will it need to be? How will we know the animal will it? How could we measure it? How can we test it?

words taught so far (hold a sentence).

- I say a sentence out loud before I write it down. ([Hold a sentence](#)).
- I can re-read what I've written with someone.
- I leave spaces between words.
- I use a capital letter for the start of a sentence.
- I use the personal pronoun 'I'.

Science:

- 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 use observations and ideas to begin to suggest answers to question

Music

- To listen to a short rhythm and clap it back.
- To use voices to copy back.
- To explore different ways to play instruments (shaking, hitting, scraping, etc).
- To learn that they can make different sounds with their voices.
- To learn to start and stop singing when following a leader.
- To treat instruments carefully and with respect.

colours and predict what colour they will make. They will paint a variety of animals using the colours created.

Lesson 3 - Plan the final piece. The children will choose which animal they would like to paint for their final piece and complete simple drawings of them from photographs. They will decide on the colours they would like to use to make their painting expressionist.

Lesson 4 - Final piece and evaluation. The children will complete a final drawing and painting from their plan on cartridge paper. The class will look at all their peers' art work in a tabletop gallery and self or peer assess what has been successful and how they could improve their artwork.

Lesson 5 - Rembrandt Bugatti introduction. The children will find out information about the artist and look at sculpture (beginning to understand it is different to 2D art). They will say if they do or do not like a piece of art and give a reason.

Lesson 6 - Clay skills exploration. The children will explore using clay, developing their understanding of different techniques to shape, model and join materials.

Lesson 7 - Plan the final piece. The children will choose which animal they would like to sculpt for their final piece and complete simple drawings of them from photographs. They will decide on what techniques they would like to use to make their sculpture successful.

Lesson 8 Final piece and evaluation. The children will complete a final sculpture out of clay. The class will look at all their peers' art work in a tabletop gallery and self or peer assess what has been successful and how they could improve their artwork.

#### Animal cinquain

Lesson 1 - Pupils to review their knowledge of animals from over the term, look at photos of the 'creepy claws' experience Gather adjectives to describe their animal - think of two adjectives. Annotate a picture of their animal with two adjectives..

Lesson 2 - Use drama to practice animal movements - how do the animals move? Use language through colour to select 'what doing words'. Choose 3 verbs to add to their annotation.

Lesson 3 - Think of a sentence about their animal. What sentences can we write about our animals? Use no more than four words. Count the words, hold a sentence, write.

Lesson 4 - What classification is our animal? Review animal classifications and add to the cinquain. Publish cinquains.

#### Art and design

- They begin to have more control over the types of marks made with a range of media.
- They begin to experiment with a range of techniques using a pencil.
- They can create simple observational drawings of objects and people.
- They start to mix a range of secondary colours, moving towards predicting resulting colours.
- They can shape and model materials for a purpose.
- They can explore and use a variety of materials in a variety of ways.
- They can begin to select and use a variety of brushes effectively.
- They can use tools and equipment competently and appropriately.
- They understand that a variety of colours can be mixed to make different colours (Primary and Secondary).
- They begin to understand there are a variety of different artists that complete different styles of artwork.
- They can say if they do or do not like a piece of art and give a reason.
- They can say what art techniques they enjoy completing.

# CINQUAIN

-Five lines  
-non-rhyming  
-lines follow a  
specific pattern

**Cats**

Curious, playful  
Sneaking, pouncing, sleeping  
Always fun to cuddle  
Feline



LINE 1: SUBJECT (ONE WORD)

LINE 2: TWO WORDS TO DESCRIBE THE SUBJECT

LINE 3: THREE ACTION VERBS, EACH ENDING IN -ING

LINE 4: FOUR WORDS TO DESCRIBE FEELINGS ABOUT THE SUBJECT

LINE 5: SYNONYM FOR THE SUBJECT

Music (consolidation activity)

Christmas week - learning simple songs about animals for a performance to parents. Children will have access to music and percussion instruments during provision to consolidate skills.

**British Values:**

Democracy	Rule of law	Individual liberty	Mutual respect and tolerance
			<ul style="list-style-type: none"> <li>● Reinforced by the positive role models and interaction of staff at all levels and visiting members of the community</li> <li>● Reinforced while learning our topic 'Animal Magic' and thinking how to treat others including animals</li> <li>● People have different qualities and can feel different emotions at different times - we must respect others</li> <li>● People celebrate different traditions and have different beliefs (links to Christmas)</li> </ul>