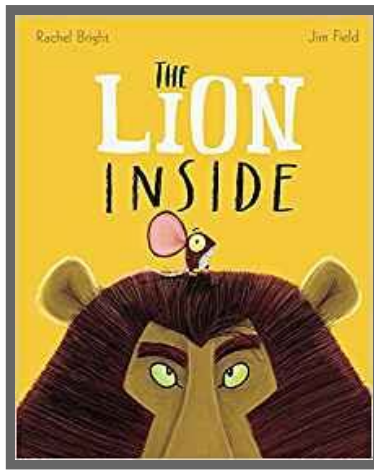


The Lion Inside Us All



Term	Topic Name	Key Text / supporting texts	Key Focus	Key emotional, physical and social intent
Summer 1	Animal Magic	The Lion Inside Bog Baby	Science	

History and Geography objectives coverage

Geography Objectives	Learning Opportunities	History Objectives	Learning Opportunities
N/A	N/A	N/A	N/A

English coverage

Text types	Key skills
Poetry: Riddles (1)	<ul style="list-style-type: none"> • <i>Revise:</i> using phonics to spell longer words • <i>Revise:</i> Capital letters full stops word spaces • <i>Revise:</i> Adjectives • New Suffixes • New subordination and conjunction
Information: Non-chronological in the form of a letter.	<ul style="list-style-type: none"> • <i>Revise:</i> Plural and singular. • <i>Revise:</i> Capital letters full stops word spaces • <i>Revise:</i> Adjectives • New Suffixes • New subordination and conjunction • New Letter structure

Science objectives coverage

Topic	Objectives
Working Scientifically	<ul style="list-style-type: none"> - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions

Key Question	Ancillary Questions and content focus	Science Objectives	Learning Goals, taken from skills progression document
What am I and where do I belong?	<ol style="list-style-type: none"> 1. What do you know about animals? 2. How would you sort these animals? 3. How do scientists sort these animals? 4. Which animals are herbivores, carnivores and omnivores? 5. What is the structure of common animals? 	<p>To identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals</p> <p>To identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>To describe and compare the structure of a variety of common animals (birds, fish, amphibians,</p>	<ol style="list-style-type: none"> 1. To recall known information about animals. 2. To classify animals using their own criteria. 3. To classify animals using their given criteria. 4. To recognise which animals are herbivores, carnivores and omnivores 5. To describe the structure of

		reptiles and mammals, and including pets).	common animals
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Key Question	Ancillary Questions and content focus	Science Objectives	Learning Goals, taken from skills progression document
What types of weather are associated to Spring?	<ol style="list-style-type: none"> 1. What is the weather like in spring? 2. What is the temperature in spring?. 3. What is the wind speed in spring? 4. How much rain falls in a week? 5. How is the weather different from the Autumn? 6. What are the different types of clouds? 7. What happens to nature in the spring? 8. How much daylight is there in the spring? 	<p>Observe changes across the 4 seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p>	<ol style="list-style-type: none"> 1. To observe and describe the weather in spring. 2. To observe the temperature each day. 3. To observe the wind speed each day. 4. To observe the weekly rainfall. 5. To compare and contrast the weather in spring with Autumn. 6. To classify the different types of clouds. 7. To describe what happens to nature in spring. 8. To observe and compare daylight hours within spring.

PSHE coverage

Key Question	Ancillary Questions and content focus	PSHE Objectives	Learning Goals, taken from skills progression document
What makes us special?	<ol style="list-style-type: none"> 1. What makes you and others special? 2. What roles and responsibilities do people have at home and school? 3. How can we cooperate with others? 	<p>To recognise what makes themselves and others special</p> <p>To identify roles and responsibilities at home and school</p> <p>To recognise ways of being cooperative with others</p>	<ol style="list-style-type: none"> 1. To recognise some of the things that make them special To describe ways they are similar and different to others To recognise that everyone has something about them that makes them special 2. To identify the different roles of people at home and school To identify ways to solve simple dilemmas about taking responsibility To describe why it is important to take responsibility at school and at home (including looking after the local environment) 3. To recognise different types of helpful and unhelpful behaviour in the playground and in the classroom To recognise and challenge unhelpful behaviour in a positive way To recognise how their behaviour can affect others

RE objectives coverage

Key Question	Ancillary Questions and content focus	RE Objectives	Learning Goals, taken from skills progression document
<p>Theme: Shabbat</p> <p>Religion: Judaism</p> <p>Is Shabbat important to Jewish children?</p>	<ol style="list-style-type: none"> 1. Which day of the week is the most special for you and why? 2. What do Jewish people do on a Saturday? 3. Where do Jewish people go to worship? 4. Why does our Jewish child celebrate Shabbat? 5. How does it feel to share special food together? 	<p>To empathise with Jewish children by recognising what they do during Shabbat and why it is important to them.</p>	<ol style="list-style-type: none"> 1. To recognise a special day in their own week. 2. To recall what Jewish people do on a Saturday. 3. To identify where Jewish people go to worship. 4. To recognise how Shabbat is celebrated and why. 5. To describe how it feels to share special food together.

Art objectives coverage

Key Question	Ancillary Questions and content focus	Art Objectives	Learning Goals, taken from skills progression document
How can Henri Rousseau's art inspire our own artwork?	<ol style="list-style-type: none"> 1. What do you like/dislike about this painting? 2. What shapes/outline can you see? 	<p>To recognise the work of Henri Rousseau (K)</p>	<ol style="list-style-type: none"> 1. To discuss reasons for likes/dislikes. 2. To carefully observe an outline and to draw those lines.

	<p>3. How can you add detail by making lines?</p> <p>4. How can you create texture and tone?</p> <p>5. How can you create marks on clay to copy your design?</p> <p>6. How can you create the colours to match your design?</p> <p>7. How well does your clay tile match your design?</p>	<p>To evaluate his work through expressing opinions. (S)</p> <p>To identify and draw an outline shape (S)</p> <p>To recognise that detail can be applied within an outline shape to give more information. (U)</p> <p>To recognise that detail can be added by making lines (S)</p> <p>To be able to match and draw lines from observation (K S)</p> <p>To be able to create light and dark tones.</p> <p>To discuss their knowledge of Henri Rousseau's art and use this as a basis for their work. (K S)</p> <p>To explore ways they can construct using natural/manmade materials. (U S)</p> <p>To recognise ways they can manipulate malleable materials, creating shape for a purpose using hands and tools. (S K)</p> <p>To explore colour mixing. (S K U)</p> <p>To evaluate their work and that of others through expressing opinions. (S)</p>	<p>3. To recognise how we can add detail by making different lines.</p> <p>4. To recognise how we can create light and dark tones.</p> <p>5. To create shape for a purpose using hands and tools.</p> <p>6. To explore mixing desired colours.</p> <p>7. To evaluate their tile against their design</p>
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Other subject coverage

<u>Subject</u>	<u>Objectives</u>	<u>Learning opportunities</u>
Art	<p>Can begin to control the types of marks made with a range of media.</p> <p>Can experiment with different lines and marks and the effects these create.</p>	<p>Comparing media with different marks - marks we can control, and those we can't.</p> <p>Printing, splatter painting</p> <p>Final outcome - Clay tiles</p> <p>Henry Rousseau</p>
Computing	<p>To find and use pictures on the web.</p> <p>To know what to do if they encounter pictures that cause concern.</p> <p>To group images on the basis of binary (yes/no) questions.</p> <p>Organise images into more than two groups according to clear rules.</p> <p>Sort (order) images according to some criteria.</p>	<p>The children will use web search engines to collect pictures of different types of animals and then explore ways in which those pictures can be organised.</p>
PE	<p>To develop catching and early tracking skills.</p> <p>To develop a variety of throwing techniques, over and under arm. To release accurately towards a receiver.</p>	<p>Using a variety of equipment to throw and catch .</p>
Music	<p>National Curriculum focus: Playing tuned and untuned instruments musically;</p> <p>Listening with concentration and understanding to a range of music</p>	<p>Playing tuned and untuned percussion using graphic scores</p>