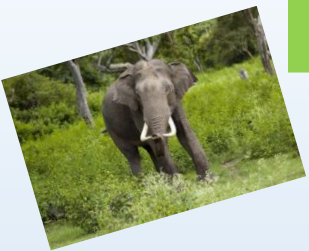
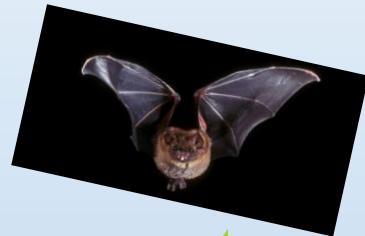


# Where did the birds go?



Class 4  
Spring Term 1



Wow- a tiny letter on our window sills and little bird foot prints - a cold and hungry bird.

Create a virtual museum to share our learning with parents.

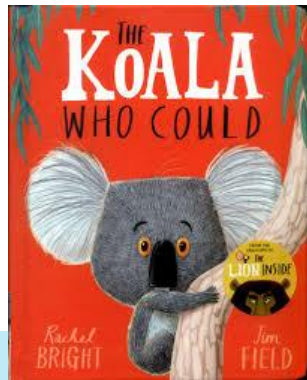
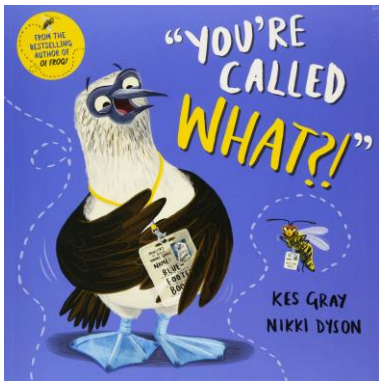
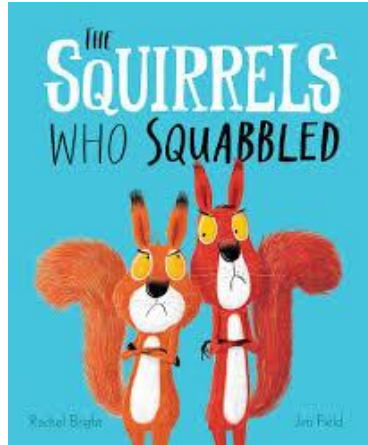
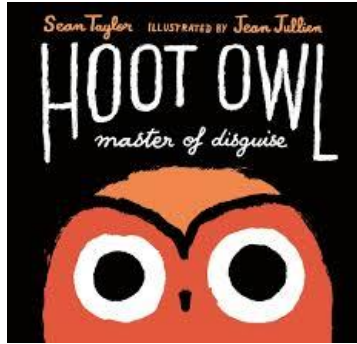


**Birds** - Magpie, Great tit, Blue Tit, Jackdaw, Chaffinch, Kingfisher, Toucan  
**British Animals** – Adder, Bats, Otters, Badger, Salmon, Trout, Common Toad  
**Non British Animals (Indian)** – Bengal tiger, Asian elephant, Rhinoceros, Sloth bear, Leopard, Jackal



# High Quality Texts

## Fiction



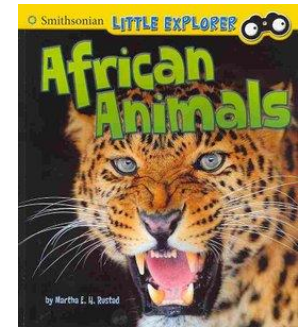
## Multi-media

WWF factsheets

## Core Texts



## Non-Fiction



## Rhymes and Songs

The continents song

How do animals adapt to their environment?

# Where did all the birds go?

Where does it belong?

What is it similar to?  
How do you know?

How does it survive?

How does it grow?

Could you describe it?

How does it move?



Where does it live and what does it eat?

**Writing Features**  
**Non fiction**

Year 1  
Spring Term 1

*I can form lower-case letters in the correct direction, starting and finishing in the right place.*

*I can use suffixes – ing, ed, er, est where no change is needed in the spelling of root words.*

*I can form the digits 0 – 9 correctly.*

*use subheadings*

*I can segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonetically plausible way.*

*be clear and understand*

*write effectively and coherently for different purposes*

*Make links to real life*

*I can spell some common exception words correctly.*

*I can begin to use other punctuation such as exclamation and question marks.*

**Audience and Purpose:Class**  
**museum**

*I can read my writing aloud so it can be heard by others and check it makes sense*

*Inform / explain*

*Be interested*

*and, because*

*I can sometimes use past, present and future tense accurately in my writing.*

*I can use a vocabulary bank to help me use interesting words and adjectives.*

*I can use capital letters and full stops mostly accurately.*

*I can leave spaces between words.*

*I can plan writing and sequence my writing to form short narratives (beginning, middle, end).*

Yellow = WTS

Green = EXS

*I can use the personal pronoun 'I'.*

**Writing Features**  
**Non fiction**

*use subheadings*

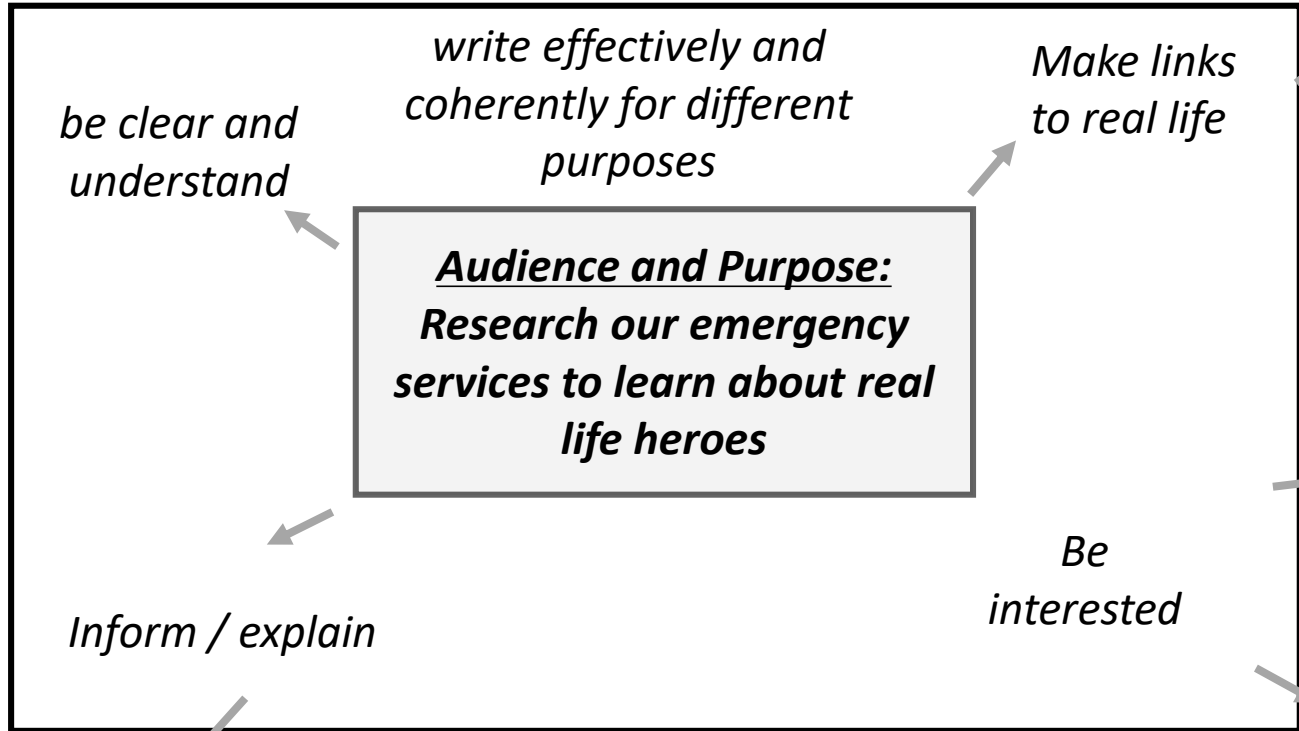
Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically plausible attempt at others.

I can spell longer words using suffixes such as ment, ness, ful, less, ly.

**Year 2 Spring Term 1**

*Make simple additions and changes after proof reading*

I can evaluate my writing independently, with peers and with an adult by making simple additions and corrections.



*be clear and understand*

*write effectively and coherently for different purposes*

*Make links to real life*

**Audience and Purpose:**  
***Research our emergency services to learn about real life heroes***

*Inform / explain*

*Be interested*

I can use subordination (when, if, that or because)

I can use present and past tenses correctly and consistently.

I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

I can write simple, coherent narratives about personal experiences and those of others.

I can spell common exception words.

I can use expanded noun phrases to describe, expand and specify.

Use thoughtful and sometimes ambitious vocabulary.

*develop stamina for writing by writing for different purposes.*

I can use capital letters for the personal pronoun I and for proper nouns.

*I can use spacing between words.*

*Use exclamation and question marks to demarcate sentences*

Yellow = WTS

Green = EXS

Find interesting facts about UK birds

Magpie, Great tit, Blue Tit, Jackdaw, Chaffinch, Kingfisher, Children to write interesting facts about their favourite bird.

Look at the local environment – what animals live/hibernate around Chaddesden? Rats, mice, fox, squirrel, hedgehog, badger, bat, local birds.

Focus on 3 – badger, bat, otter

Children to write a fact file about one of the animals.

Find out about hibernation of local animals. A Tale of two Feathers.

## Spring Term

**In English, we will be writing...**

Poetry- British animal Shape Poem

Introduction to India  
Focus on: using world maps and globes to locate

seven continents,  
countries  
five oceans

Introduction to India - Look at some Indian food/landmarks. Compare to non-European country.

Discuss where India is on a world map. What continents and oceans would you cross? Children to learn the continents and ocean songs. Learn to Learn - facts about India.

Postcard - Imagine you are the bird going on a journey? What continents and oceans did the bird fly over? Children to write about what they have seen.

Write a leaflet about visiting India. Compare UK to a non-European Country. Understand the physical and human features.

What is the purpose of the provision?

# Challenge Time

Make a bird feeder using a range of materials

Count and record the birds we see from our window

Plan a... habitat for their animal, identifying the suitability for the animal that will live there.

Design and make a zoo for the small world animals.

Sketch a... symmetrical butterfly (caterpillar butterflies p.41)

Design a new animal-mixing the animals

Classify the animals in the construction area

Create a class animal factfile.

# We are creative

Make animal patterns mood board.

Sketch a... symmetrical butterfly (caterpillar butterflies p.41)

Build a diorama of an animal habitats.



Construct a nest for the birds in our local environment.

Design an endangered animals poster.

Create an animal in teams using paper mache and balloon

Plan a musical composition responding to Carnival of the animals.



Dear Parents and carers,  
Here is our topic for this half term. Please also see the Creative Homework sheet for ideas about supporting your child's Learning Journey. Have Fun!

### Wow Event/Hook

A weekly letter from a mystery animal traveller from all around the world. Making a virtual museum.

### Topic Outcome

To develop an understanding of a range of animals across the continents in the world.

### As Readers:

I know which parts of words can be decoded using phonics.  
I know how to read words with familiar endings - 's, es, ing, ed, er, est' endings.  
I know how to read phonically decodable texts with confidence.  
I know how to say what I like or dislike about a book.  
I know how to use prior knowledge to understand texts.  
I know how make predictions based on the events in the story.

### As Authors:

I know how to form some lowercase letters and some capital letters in the correct direction, starting and finishing in the right place.  
I know how segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonetically plausible way.  
I know how to plan writing and sequence my writing to form short narratives (beginning, middle, end).  
I can use a vocabulary bank to help me use interesting words and adjectives.

### As Geographers:

I know the world is made up of continents and oceans  
I know the UK is made up of four countries  
I know how some cities and some countries are the same and different.

# Sharing our learning



## Where did all the birds go?

### As researchers:

I know how to use iPads to retrieve and present information about our topic.

### As a computer expert:

I know how to use technology purposefully to create, organise, store, manipulate and retrieve digital content.) I can use technology safely and respectfully.  
I know about the dangers online.  
I know how to keep personal information private.  
I know how to identify where to go for help and support when I have concerns about the content on the internet or other online technologies.

### As Artists/Designers:

I know how to use a range of materials and media and select appropriate standard/ non tools.  
I know how to draw with detail from observation, secondary sources, memory or imagination, drawing clear outlines/ shapes, on different surfaces/ scales, in different styles and fonts, adding shade,  
I know how to use paint by mixing colours experimentally and expressively on different surfaces, use resist techniques.  
I know how to use relevant vocabulary.  
I know how to make sculptures, with different scales including installation art, working independently or collaboratively, use different clay techniques  
I can design purposeful and appealing products, and utilize my cutting and joining skills.  
I know how to use a range of tools and materials to complete practical tasks.  
I know how to talk about my art; record, develop, reflect, and annotate sketchbooks- developing critical thinking of my own and others work.  
I know how to use simple drawing programmes with technology.  
I know and understand colour, pattern, texture, line, shape, form space are the formal elements of creative work.  
I know how to use collage, printing and textile techniques.

## Year 1 Spring Term 1

### As Scientists we will:

I know how to identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals.  
I know how to identify and name a variety of common animals that are carnivores, herbivores, and omnivores.  
I know how to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, and mammals, including pets).  
I know how to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.  
I know how to observe changes across the four seasons.  
I know how to observe and describe weather associated with the seasons and how day length varies.

### As PE superstars (Cognitive Cog):

I know how to follow simple instructions.  
I know the name of some things I am good at.  
I know how to order instructions, movements and skills.

### As Mathematicians: - Money

I know how to count in 2s, 5s and 10s  
I know and have a basic understanding of the value of coins  
I know how to use addition and subtraction strategies in context  
I know how to count on a number line and use the part whole and bar models

### As Musicians:

I know how to play tuned and un-tuned instruments musically.  
I know how to create, select and combine sounds using the inter-related dimension of pulse/beat, rhythm and pitch

### As Citizens

I know that every family is different.

### As RE experts:

Know who is a Muslim and what do they believe?  
Know what can we learn from sacred books such as the Bible and the Quran.

Dear Parents and carers,  
Here is our topic for this half term. Please also see the Creative Homework sheet for ideas about supporting your child's Learning Journey. Have Fun!

### Wow Event/Hook

A weekly letter from a mystery animal traveller from all around the world. Making a virtual museum.

### Topic Outcome

To develop an understanding of a range of animals across the continents in the world.

### As Readers:

I know that the same grapheme may be read in different ways.

I know how to use other strategies to support fluent decoding.

I know how to read most common exception words.

I know how to retell stories with the key events and the characters in the correct sequence.

I know how to find information in a non-fiction book. I can find answers to retrieval questions about stories, poems, or non-fiction texts.

### As Authors:

I know how to form some lowercase letters and some capital letters in the correct direction, starting and finishing in the right place.

I know how to use suffixes – ing, ed, er, est where no change is needed in the spelling of root words.

I know how to spell some common exception words.

I know how to use capital letters and full stops mostly accurately.

I know how to use other punctuation such as exclamation and question marks.

I know how to use a vocabulary bank to help me use interesting words and adjectives.

### As Geographers:

I know the seven continents and the five oceans.

I know the physical and human features of some countries

# Sharing our learning



## Where did all the birds go?

## Year 2 Spring Term 1

### As Scientists we will:

I know how to explore and compare the differences between things that are living, dead, and things that have never been alive.

I know how to identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.

I know how to identify and name a variety of plants and animals in their habitats, including microhabitats.

I know how to describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

I know how to notice that animals, including humans, have offspring which grow into adults.

I know how to find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

### As researchers:

I know how use iPads to retrieve and present information about our topic.

### As a computer expert:

I know how to use technology purposefully to create, organise, store, manipulate and retrieve digital content.) I can use technology safely and respectfully.

I know about the dangers online.

I know how to keep personal information private.

I know how to identify where to go for help and support when I have concerns about the content on the internet or other online technologies.

### As Artists/Designers I:

I can use a range of materials.

I can draw, paint and sculpture.

I can design purposeful and appealing products.

I can use a range of tools and materials to complete practical tasks.

### As Mathematics -

#### Money

I can count in 2s, 5s and 10s

I have have a basic understanding of the value of coins

I can can use addition and subtraction strategies in context I know how to count on a number line and use the partwhole and bar models.

#### Multiplication & Division

I know 2, 3, 5 and 10 times table.

I can use multiplication and division symbols.

I can divide by grouping and sharing

#### Statistics

I can make tally charts.

I can use pictograms and block diagrams.

I can solve word problems

### As PE superstars (Cognitive Cog):

I can understand and follow simple rules

I can explain why someone is performing well.

I can explain what I am doing well and begin to identify areas for improvement.

### As Musicians we will:

I can take an active part in singing together, following a melody correctly.

I can perform to an audience with confidence.

I can play tuned and un-tuned instruments musically.

### As Citizens we will:

I know why it is important to spend time with my family.

I know that every family is different.

I know that marriage is important.

### As RE experts we will:

Know who is a Muslim and what do they believe?

Know what can we learn from sacred books such as the Bible and the Quran.

Dear Parents and carers,

This term we are learning all about animals! Please support your child in choosing *at least one* project to complete. If you would like to do more, that would be great!

The final date to hand in the project is **13.02.23**. Then the children will have a celebration day when they share the projects they have completed at home with your help.

If you have any questions, please ask your child's class teacher.

Thank you for your support.

### Project 1

Can you make a 2D or 3D piece of artwork of your favourite animal. What makes it so special? Which country or continent is its habitat?

### Project 2

Can you create a board game that takes you around Chaddesden, Derby and the world.

## Where did the birds go?



## Creative Homework Spring Term

### Project 3

Can you think about where you have been on holiday or where you would like to visit. What are the animals that you can find there? Where in the world was it? What continent was it in? What did you do there? What was the climate like there? How is the animal suited to its environment? Create a factfile or write some sentences.

### Project 4

Can you design your own made up animal? What will it look like? Where in the world will it live? Will it have any special skills?

### Project 5

Can you make a mini-beast hotel/bird feeder to help our animals in our local environment. Take photos, draw pictures or write about what you have made.

### Project 6

Present some information about what you have learnt this term. For example a power point, or an information book.

A special prize for completing this project!

## Topic Specific Vocabulary

nocturnal	An animal who only comes out at night
offspring	A child of an animal.
survival	How animals keep themselves alive.
Species	Animal who look different but are the same type of animal.
hibernation	Animals who hide away during the winter time

# Local Animals Knowledge Mat



## Different types of animals

**Mammals** are **warm blooded** animals who live on land or water, they have hair or fur, skeletons inside their bodies. They give birth to babies who drink their milk.

**Reptiles** are **cold blooded** animals who live on land or in water and they lay eggs when they make their offspring. They have webbed feet and moist skin.

**Fish** are **cold blooded** animals who have **gills** to breath and **fins** to move. They lay eggs in water and have skeletons on the inside of their bodies.

**Birds** are **warm blooded** animals who live on land or water. They have feathers, wings and a beak. They lay eggs and have skeletons on the inside of their bodies.

Did you know? Animals without a backbone are called **invertebrates**. These may be animals such as insects, spiders and sea creatures but there are lots more! Invertebrates are most of the animals on the planet.

## Sticky Knowledge

Adder



Bats



Hedgehog



Badger



Otter



Fallow Deer



Magpie



Salmon



Trout



Mute Swans



Common Toad



### Did you know?

Wild animals live in their natural habitat which means their home and they depend on themselves to survive.

A nature reserve is a safe, protected area such as a pond or a wood for a variety of local animals and plants to be protected outside of the city. It is visited by the public.