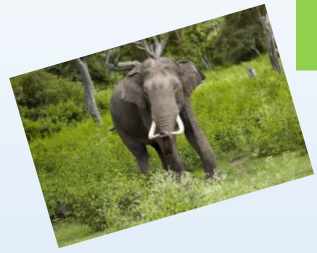


Where did the birds go?



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.

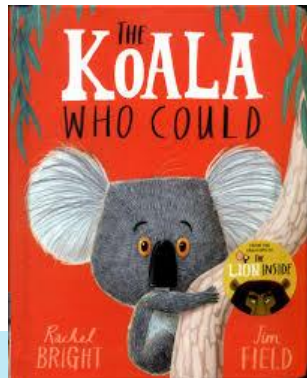
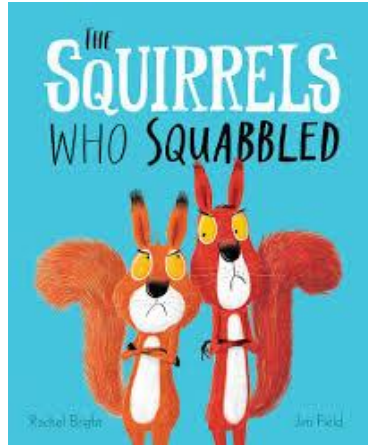
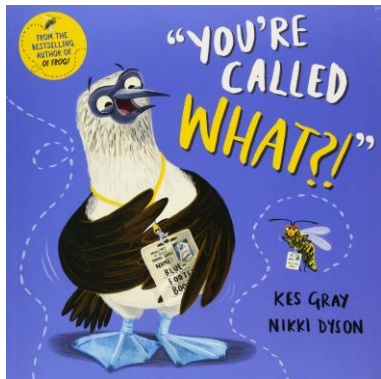
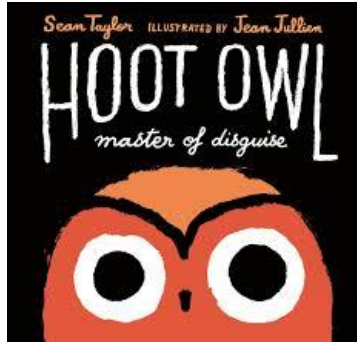


Birds - Magpie, Great tit, Blue Tit, Jackdaw, Chaffinch, Kingfisher, Toucan
British Animals – Adder, Bats, Otters, Badger, Salmon, Trout, Common Toad
Non British Animals (Indian) – Bengal tiger, Asian elephant, Rhinoceros, Sloth bear, Leopard, Jackal



High Quality Texts

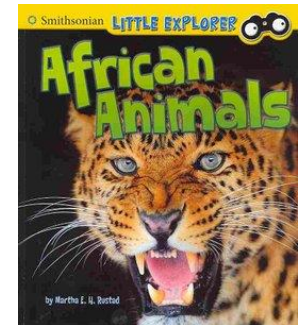
Fiction



Core Texts



Non-Fiction



Multi- media

WWF factsheets

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
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.*

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

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

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

*be clear and
understand*

*write effectively and
coherently for different
purposes*

*Make links
to real life*

Audience and Purpose:Class
museum

*I can spell
some common
exception
words
correctly.*

*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 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

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

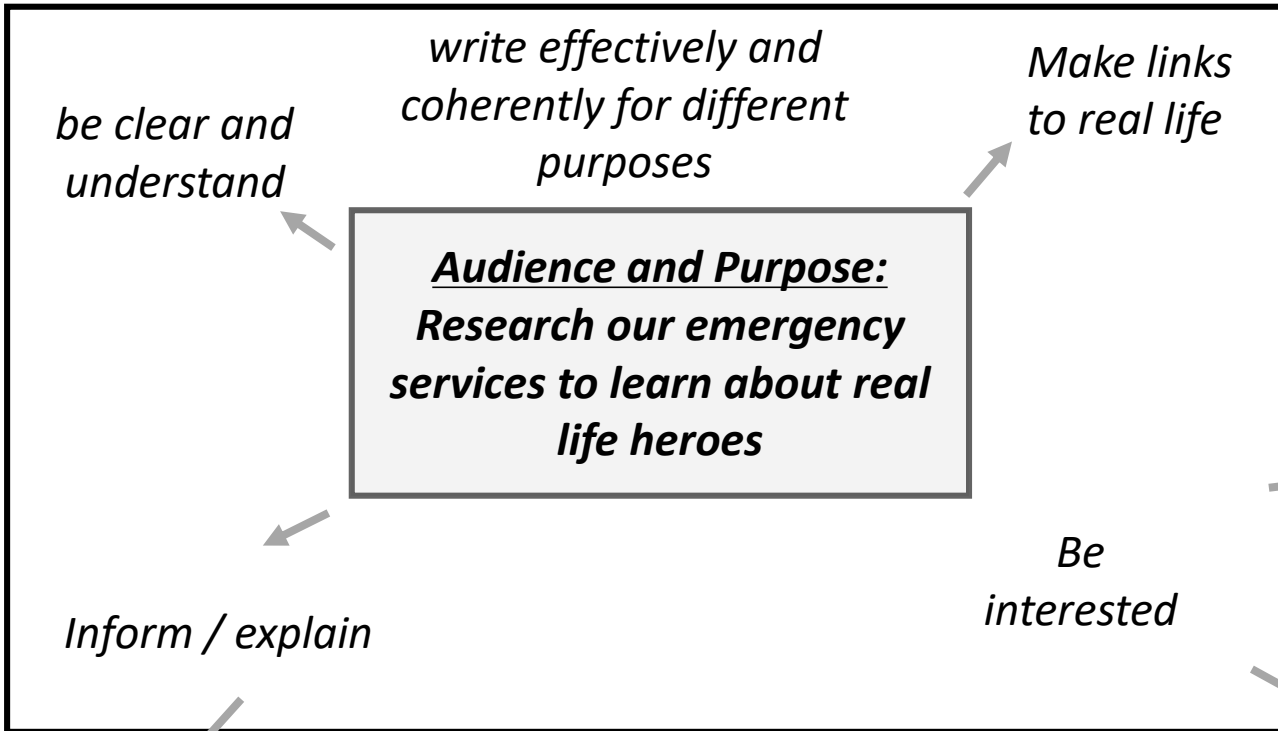
I can evaluate my writing independently, with peers and with an adult by making simple additions and corrections.

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



*Make links
to real life*

I can spell common exception words.

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

Use thoughtful and sometimes ambitious vocabulary.

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.

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)

Create a class animal factfile.

Classify the animals in the construction area

Design a new animal-mixing the animals

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 iinstallation art, working independently or collaboratively, use different clay techniques
I can design purposeful and appealing products, and utilize my ccutting 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 Mathematians: - 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,

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.