

## Challenge pack

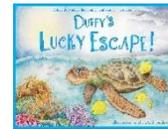
Year 1 Animals Everywhere

### Learning Challenge

Can we plan an animal safari event for our families?



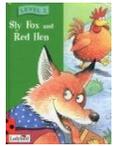
So that we can raise money to help look after endangered animals.



Duffy's Lucky Escape

### Class Text

The Fox and the Hen



Owl Babies

Animal Fact cards/ Non-Fiction reports on animals



Bug Club books



### Thinking and Learning skills and tools

WWW

EBI

Consider all factors CAF

What went well?

Even Better If.....



Make a plan



Noticing



Managing Distractions



Perseverance



Collaboration



Empathy and listening



Imagining



Making Links



Planning

### Hooks or memorable experiences

Hook Day – Visit from the Animal Man

Visit to the Safari Park

Creating Green Screen Animal Videos

Creating large 3D artwork

### Public Outcome—how will this demonstrate learning

Animal Safari event, for parents to view our work

A Non-Fiction Class folder of reports about Animals to show parents and for the Book Corner.

A folder of stories about animals for use in our reading areas.

Raising money for a chosen animal charity.

### Concept Questions—exploring the concepts raised in this Challenge

Why should we care about/for animals?

Why are some animals endangered?

Am I an animal?

How am I different/the same as a .....(name of animal)?

What is Charity?

### Key Questions—those asked to measure understanding of pupils

Where do different animals live and why do they not all live in the same part of the world?

Why does the Safari Park have lots of fences?

Are you a herbivore, carnivore or an omnivore?

If you were a different animal which animal would you be and why?

Which would be the best pet, a fish, a mammal or a bird? Why?

Which animal charity do you think we should raise money for and why?

Year group	1	Term	Spring	Challenge Pack	All About Animals- Can we plan an animal safari event for our families?		
<b>SUBJECT FOCUS</b>	<i>Children will learn about / will know (Declarative knowledge)</i>		<i>Children will know how to... (Procedural knowledge)</i>		<i>Prior learning (Schemata)</i>	<i>Vocabulary</i>	
History	<p><b>New planning- Mary Anning - discovering dinosaurs</b>  <b>Why are people fascinated by the past? How can curiosity lead to a lifelong journey of discovery?</b>  Mary's story  <b>Can you name some animals that are now extinct?</b>  Know dinosaurs are no longer alive. Saber-toothed cat, Woolly Mammoth, Dodo. Great Auk, Black Rhino.  <b>How do we know extinct animals actually existed?</b>  Fossils, bones, cave paintings, photographs.  Which people are famous for recording information about animals?  <b>How have animals changed over the years? Which animals look similar? LINK TO SCIENCE</b>  Evolved to survive.  Saber- tooth cat- Tiger, Woolly Mammoth- elephant, dodo- turkey, Great Auk- Penguin. Black rhino- grey rhino.</p>		<p>Start to ask why things might have happened in the past.  Compare how something was different in the past to now.  Describe how at least 1 thing has changed over a period of time and 1 thing has stayed the same.    Compare how prehistoric and current animals have similar features.  Sort animals to show which are still alive and which are extinct.  Order animals on a timeline to show when they became extinct.</p>		<p><b>Year 1 Autumn Term</b>  Who is the current queen? How were homes different in the past?  What is a memory?  Compare and contract.  <b>Early Years- Reception</b>  Magic Carpet- dinosaurs lived in the past.  Family history in living memory.  Significant events in their life, family days,  Past/present, future, routines, passage of time, families, communities  Significant events in their life- Birthday, celebration days,</p>		<p>Past/ present/ future  Now then next  Timeline  Living memory  Evidence  Source  Extinct  Fossils  Bones  paleontologist</p>
Geography	<p><b>Find where different animals live?</b>  Polar Bears- North Pole, Penguins- South Pole. Tigers, camels, giraffes – near the equator.  <b>How have animals adapted to the <u>climate</u> in their environment?</b>  Polar bears-grown hair, penguins- fat blubber, giraffes- long necks.  <b>What is the weather like in the North Pole, South Pole and equator?</b>  (hot, cold, snowy, warm).  <b>What are the four seasons in the United Kingdom?</b>  Spring, summer, autumn, winter  <b>Is the weather different in the North and South of the UK?</b></p>		<p>Describe the weather and seasons in the UK.    Locate hot and cold areas of the world in relation to the Equator and the North and South Poles on maps and globes.    Decscribe simple features of different countries e.g. North Pole- ice, water, Equator- hot, sand, tress.</p>		<p><b>Year 1 Autumn</b>  Name 4 countries in the UK and capital cities. Follow a map to a local place (library). Talk about different seasons and weather.  <b>Early Years- Reception</b>  Our country and other areas in the world-dessert, arctic, forest, where we live, similarities and differences of their own immediate environment and natural environment.  Weather patterns, changes</p>		<p>Habitat  Map  Globe  Equator  North pole  South pole  Climate  Adapted  Environment  Weather features</p>
RE	<p><b>Why does Easter matter to Christians?</b>  Know the story of Easter from the Bible. Recognise that for Christians, Jesus gives instructions on how to behave.    <b>What can we learn from the stories of the Prophet?</b>  Know that Muslim's follow Allah (God). Know that for Muslim's prophet means God's messenger. Recognise that Muslims believe that Muhammed (PBUH) is God's</p>		<p>Recognise religious buildings  Identify aspects of practise in a religion.  Identify symbols from a religion.  Recount elements of religious stories.  Give examples of how Christians show their beliefs about Jesus' death and resurrection in Church worship at Easter.  Discuss and ask questions about whether the story of Easter only has something to say to</p>		<p>Year 1 Autumn  Exploring how and why the festivals of Eid, Diwali &amp; Christmas are celebrated.  Considering what Christians believe God is like. Looking at Holy books.    Early Years – Reception  Exploring what being special means - special occasions (like birthdays,</p>		<p>Easter – Jesus, cross, new life, resurrection  Prophet, Allah, Muhammed (PBUH)</p>

	<p>messenger and that Muslims learn a lot from the stories of the Prophet.</p> <p>Death and resurrection, symbol of new life, forgiveness</p>	<p>Christians or if it has anything to say to pupils about sadness, hope or heaven.</p> <p>Give examples of how stories about the Prophet show what Muslims believe about Muhammed (PBUH).</p> <p>Give examples of how Muslims use the stories about the Prophet (PBUH) to guide their actions and beliefs (e.g. caring for animals)</p> <p>Discuss what they think is good for Muslims about prayer, respect, etc and whether that has something to say to them too (e.g. pupils may think it is important to care for animals).</p>	<p>festivals including Christmas, Easter, Diwali &amp; Eid), special places, and special stories.</p> <p>Starting to think about what God means to Christians.</p>	
Art	<p><b>REVISIT SOME AUTUMN KNOWLEDGE</b></p> <p><b>What is the difference between drawing diagrams and sketching?</b></p> <p>short light strokes, copying a picture/object, correct size, outline, diagrams are labelled, shading, HB: B get softer, H get harder</p> <p><b>Why do we need to look carefully at what we are drawing?</b></p> <p>Noticing. Outline. Colour. Detail.</p> <p><b>Which tools and materials are best for the task?</b></p> <p>Choice of materials. Properties for purpose. Watercolour, poster paint. Different sized brush tips.</p> <p><b>Which famous artists painted animals and what does their artwork look like? Which do you like and why?</b></p> <p>Henri Rousseau – Tiger n the storm. Using art skills to layer different media.</p> <p>Aboriginal artwork – colour mixing to create a habitat</p>	<p><b>Record and explore ideas from first hand observation, experience and imagination.</b></p> <p>Sketch animals.</p> <p><b>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</b></p> <p>Make animal models.</p> <p><b>Mix secondary colours and shades using different types of paint.</b></p> <p>Make paintings of animals.</p> <p><b>Use pastels to create light and dark colour</b></p> <p>Draw owls/ polar bears on black paper with light pastels.</p>	<p><b>Year 1 Autumn</b></p> <p>Made 3D artwork for Library exhibition. Sketched artifacts from Sir Teachalot. Mixed primary colours to make secondary colours. Made plasticine models of swords and shields.</p> <p><b>Early Years- Reception</b></p> <p>Choosing colours, naming colours, using a range of tools.</p>	<p>Sketching, observation, tools, paint brush, tip, size, colour, outline, shade, dark, light, shade, line, marks, crosshatch, primary and secondary colours</p> <p>Pastels, smudging,</p>
Design Technology	<p><b>Which DT techniques do I need to know to make a 3D sculpture?</b></p> <p><b>How can I join card to make a 3D model?</b></p> <p>Know some different types of card.</p> <p>Know some different types of glue and tape</p> <p>Know the link between a design diagram, a model and the finished product.</p> <p>Know that we make things for a purpose.</p>	<p><b>Use my own ideas and experiences to generate a design idea</b></p> <p>Design ideas for a roleplay area, adding lables and resources needed.</p> <p><b>Choose appropriate materials and tools</b></p> <p><b>Cut out a range of materials</b></p> <p><b>Describe how well my outcome meets my original idea</b></p>	<p><b>Year 1 Autumn</b></p> <p>3D library art work. Making puppets. Food- decorating cakes.</p> <p><b>Early Years- Reception</b></p> <p>Children have explored a variety of materials, tools and techniques experimenting with colour design, texture form and function.</p> <p>Represent their own thoughts</p>	<p>Plan, label, diagram, model</p> <p>PVA glue, glue stick, masking tape, sellotape</p> <p>problem solving</p> <p>evaluate, design, rules, safety, structure, build, create, cut, join</p> <p>resources, materials,</p>
Music	<p>Philosophy For Children to be taught this term.</p>			

<p>ICT and Computing  (including apps and digital pencil case)</p>	<p><b>Can I use a keyboard to write my name?</b> Knowledge of computer parts and functions. <b>What can I do to keep safe online?</b> Explain how and why to stay safe using the computers and what to do if a problem occurs. <b>Can I talk about what different keys do on a keyboard?</b> Space, shift, return, delete. <b>Can I explain how to save a document or picture?</b> Auto save or clicking on the save icon.</p>	<p><b>Use the keyboard to write my name and other words</b>  Use 2 create a story or paint for turtle drawings and label with their name. <b>Use the space bar and return keys to create spaces</b> Type in notes or word, facts about turtles. <b>Save work in a folder with name on</b> <b>Identify personal information that should be kept private online</b> Jessie and friends planning.</p>	<p><b>Year 1 Autumn</b> Simple instructions, beebots, human directions and Nina neurons. E-Safety SIDS top tips/Hector. <b>Early Years- Reception</b> EY- Operate simple equipment. Complete a simple programme. Autumn- Lee and Kims safety resources. Giving instructions and programming beebots.</p>	<p>Safety, personal information, capital, shift, return, line break, spaces, delete, save, text, picture, icon.</p>
<p>PSHE</p>	<p><b>What are the 5 FIDES School values and how can we show these through our new Learning Challenge?</b> F- share with family, I- insist on excellent work, D- raise money for endangered animals, E- research on iPads, follow planning tool, S- work shown at the event. <b>What can I do to stay safe inside and outside of school?</b> Safety –rules for animal man, trip to the safari park. <b>What do animals need to be safe and thrive?</b> Habitat, food, water, not hunted or hurt. <b>Who can help injured or endangered animals?</b> Charities such as the RSPCA, WWF, fire service in Australia. <b>What does bullying mean? What should you do if you are being bullied?</b> Words as well as physically being hurt. Tell a trusted adult.</p>	<p><b>I can describe what values/ behaviours a person can show</b> <b>I can identify when working together is important</b> <b>I can identify ways that I could get help if I was in need</b> <b>I can practice short times of mindfulness or 'enjoying the moment'</b> <b>I can describe how it feels to be included</b></p>	<p><b>Year 1 Autumn</b> Class rules, emotions and feelings, staying safe.  <b>Early Years- Reception</b> Previous class rules and work on emotions and reflection.</p>	<p>Emotion vocab – see emotion coaching board. Positive behaviour rules. Common sense Safety guidance/warning Stranger, trusted, temptation, deceive Kerb, traffic, crossing, pavement, lollypop person, high visibility jacket. Thrive Charity</p>
<p>PE</p>	<p><b>TENNIS TO MUSIC – Racket and ball skills</b> I know that it is important to watch the ball into my hand, onto a racket. I know that a ball will travel in the same direction as the racket head is facing. I know which hand I like to hold my racket in. I know what the ready position is.  <b>How is being active good for you?</b> Heart rate. Healthy. Exercise. Breathing.</p>	<p><b>Move to music by responding imaginatively</b> <b>Develop ball skills with a large ball (throwing, catching, rolling, kicking)</b>  <b>Play a game following a set of rules</b> <b>Work effectively with a partner to share ideas to problems</b></p>	<p><b>Year 1 Autumn</b> Moving and travelling safely. Moving in different directions and speeds.  <b>Early Years- Reception</b> Physical development- gaining self-control over movements and co-ordination. Moving confidently in a range of spaces. Using and sharing different equipment in outdoor play to play imaginatively.</p>	<p>Moving, stop, start, stretch, fast, slow, high low, space, safely, safety.</p>