



# Cramlington Village Primary School

## Medium Term Planning - Spring 2nd Half Term Topic: Amazing Animals Key learning questions - Are humans like tigers?

Year 1		
Literacy	Speaking and Listening	Mathematics
<p>Rehearsing and innovating a story called The Tiger who Came to Tea! Rehearsing and innovating the story Pie Corbett style.</p> <p>Create story maps to retell the story.</p> <p>Choose adventurous words - use adjectives to describe objects Information texts about animals. Listing animal characteristics (e.g. tiger: orange and black stripes, four legs, tail, sharp teeth, climbs) and adjectives to describe animals - use commas in a list (e.g. lion: scary, fierce, hunts, hairy mane).</p> <p>True and false quiz (e.g. lions are small and soft, monkeys swing from trees).</p> <p>Riddles about animals - what am I? Create class book in style of Dear Zoo (e.g. pet shop - they sent me a lizard. He was too creepy so I sent him back.</p> <p>Write to Ouseburn Farm to explain that we will be visiting and would like some information to help us plan it. Discussing the questions that we need to ask.</p> <p>Creating own non-fiction books. Completing Bog Baby survey from <a href="http://jeannewillis.com">jeannewillis.com</a>.</p> <p>Key Texts Dear Zoo Bog Baby The Tiger who Came to Tea</p>	<p>Who has been to the zoo/ farm? Discussing prior experiences. Which animals did you see?</p> <p>Role play - acting out roles and narratives in the 'zoo shop'. Engaging in lots of role play involving literacy and numeracy, including; paying for entry tickets - how much for a family of 4? How much change? creating a job advert for new zookeeper (picture, pay, working hours, duties), making poster for an escaped animal, making signs such as 'do not feed the animals', completing a stock count.</p> <p>Acting out story of The Tiger who Came to Tea.</p> <p>Interview Debbie Thompson to find out what it is like for a chicken/pig</p> <p>Discussion - what would you do if a tiger came to your house for tea?</p> <p>SPAG Finger spaces, capital letters and full stops. Exclamation marks and question marks. Expanded noun phrases using 'who'. joining clauses using and, so, but. Capital letters for names, places and days of the week. Planning work and rereading it to check for sense.</p>	<p><u>Place value</u> - count to and across 100, Count, read and write numbers to 100 Count in multiples of 2s, 5s and 10s. 1 more and 1 less.</p> <p>Identify and represent numbers using objects and pictorial representations.</p> <p>Use the language of: equal to, more than, less than (fewer), most, least. Read and write numbers from 1 to 20 in numerals and words.</p> <p><u>Addition and subtraction</u> - read and use mathematical signs: add/plus (+), subtraction (-) and equals (=). Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including</p> <p>Measuring and weighing bog babies. Multiplication - Counting in 2s, 5s, and 10s.</p> <p><u>Number of the day</u> - Ways of making selected number, number of digits. Adding 1 digit numbers to it. Finding 1 more/ less/ 10 more/ 1 less. Counting from different numbers to reach our number Halving and doubling numbers</p> <p><u>Number of the day (group 2)</u> - Working within 10/20. Recognising numerals Counting out objects to match the number. Singing number rhymes to support 1 more than/ 1 less than. Practising forming different numerals with rhymes. Compare sets.</p>

Physical Education and Forest School	PSHE, RE	Geography, ICT, History, Science	Art, Music, DT
<p>Dance - creating simple sequences and performing them. Moving like animals.</p> <p>Look at seasonal changes within our Forest School environment.</p> <p>Work on shape, space and measures in forest school.</p> <p>Creating a habitat for different animals. Can we make it waterproof or windproof?</p>	<p>Keeping safe - risk assessing visit to Ouseburn Farm - what do we need to do to keep ourselves safe?</p> <p>Designing and making own Bog Babies - how would we look after them?</p> <p>SEAL - say no to bullying! What is bullying? What can we do to prevent it? What should we do if we see it?</p> <p>RE - Judaism - to use words and phrases related to: Shabbat, Hanukkah, bread, wine, havdalah candle, miracle, hanukiyah, dreidel, oil, kosher, synagogue, Torah, kippah, tallit, artefacts. Find out about how and why some of the Torah stories are important to the Jewish people.</p> <p>The Easter Story.</p>	<p>Science</p> <p>Identifying common birds, amphibians, reptiles and animals</p> <p>How are we different to animals? - name parts of the human body and say which part is associated with each sense.</p> <p>Herbivores, carnivores, omnivores</p> <p>Science week</p> <p>Geography Endangered species Which countries do animals live in?</p> <p>ICT Making expressions on Face Changer. Making pigs and chickens talk on Yakit Kids, word processing to make a class book.</p>	<p>Music - call and response, high and low, making up own songs, singing in rounds.</p> <p>DT - Make bog babies out of salt dough/ rocks - build shelters for them - how can we make them waterproof?</p> <p>Art Spring Matching animal patterns Self portraits.</p>

Learning Challenges	
LC1	What do we need to do to keep our chickens and pigs happy? What is a day in the life of a chicken/ pig in our school?
LC2	Why are some animals endangered?
LC3	How are humans different from most animals?
LC4	Which animals are carnivore, herbivore and omnivore?
LC5	What would you do if a tiger came to your house for tea?
LC6	Can you create your own non-fiction book on a visit to the farm to share with Reception?