Geography

To **use** locational and directional language to describe the location of features and routes on a map
To **use** simple compass directions
To **devise** simple real and imaginary maps

Skills
MATHS: P.O.S.

To **identify** more and less/most and least   To **describe** position and movement
To **solve** practical problems involving length and height and use the associated vocabulary
To **ask** and **answer** simple questions by counting the number of objects in each category and ask and answer questions about totalling and comparing data
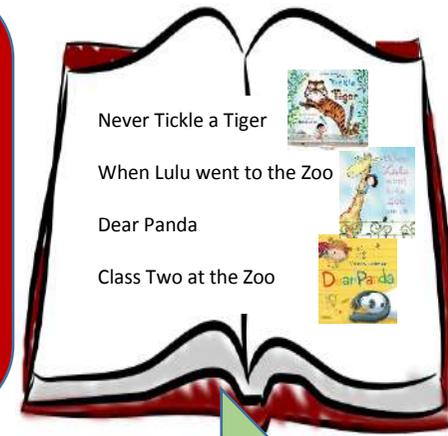
ENGLISH: NON-NEG.

To **write** first & last name with capital letters where needed   To **write** simple sentences.
To **apply** capital letters at the start of a sentence & full stop at the end   To **apply** capital letters for personal pronoun 'I' and familiar names.
Writing P.O.S. To **add** /s/ or /es/ for the plural marker on nouns
To **add** various suffixes /ing to root words
To **write** for different purposes (Including: questions, labelling, letter writing, map-making, narrative writing)

Never Tickle a Tiger

When Lulu went to the Zoo

Dear Panda

Class Two at the Zoo

The Arts
ART

To **tell** someone about the work of an artist (Rousseau)
To **paint** and **sketch** in this style, **developing** my technique of pattern, shape and colour
Continuous provision will also allow children to meet the following: To **use** drawing, paint and sculpture to develop and share my ideas, experiences and imagination

MUSIC – HEYYOU! Scheme

To **use** my voice expressively and creatively by singing songs and speaking chants and rhymes
To **play** tuned and un-tuned instruments musically
To **listen** with concentration and understanding to a range of high-quality live and recorded music
To **experiment** with, create, select and combine sounds using the inter-related

Extended learning/wider opportunities

Children's experiences and local context

Hook:
BLACKPOOL ZOO

Why are humans not like tigers?

Can I **sort** animals by their observable differences?
E.g. Spots and stripes/Tall and short

Can I **compare** groups of animals and **comment on** differences and similarities between them?
E.g. Fish live in water and mammals live on land.

Can I **describe** some characteristics of each animal group?
E.g. Mammals have fur or hair/ Fish have gills to breathe underwater.

Can I **name** a variety of animals which are carnivores, herbivores and omnivores and **explain** what each group eats?

Can I **design**, **make** and **evaluate** my own model animal?

Design and Technology

To **explain** my understanding of where food comes from (possible contexts: animal / human diet / harvest/ school trip packed lunch)
Visit from school nurse to discuss 5-a-day, healthy eating and hand-washing.

Continuous provision will allow for child-initiated models meeting the following objectives:
To **design** purposeful, functional, appealing products for myself and other users based on design criteria
To **select** from and use a range of tools, materials and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
To **evaluate** their ideas and products against design criteria
CONTEXT: 3D animal (real/imaginary), animal masks

Science

To **identify** and **name** a variety of common animals including fish, amphibians, reptiles, birds and mammals
To **identify** and **name** a variety of common animals that are carnivores, herbivores and omnivores
To **describe** and **compare** the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

Computing

SCHEME: 'We are treasure hunters.'

Context – Moving around a zoo

To **follow** instructions to move around a large space
To **record** a set of instructions for a toy To **program** a toy to move to a particular location by giving a set of instructions
To **debug** an algorithm
To **explain** the terminology 'input' & 'output'

SMSC

RE: 'What does it mean to belong to a faith community?' To recognise that I belong to something/ To talk about something that is special to me / To recognise symbols of belonging from my own experiences/ To recognise symbols of belonging for Christians, Jews or Muslims/ To think about why symbols of belonging matter to believers/ To explain how certain religions show 'belonging'

PHSE: Health and Wellbeing To share my views and opinions/ To know what keeps me healthy/ To name the main parts of the body/ To identify and respect differences and similarities between people

NB – the following will continue to be met through settling into Year 1: I can show that I can manage some feelings in a positive and effective way. I can set myself some simple goals (for example, sharing toys). I can recognise that bullying is wrong and can list some ways to get help in dealing with it. I can recognise the effect of my behaviour on other people. I can cooperate with others (for example by playing and working with friends or classmates).

British Values: Caring for animals / What does it mean to belong to a group?