



ASHCROFT INFANT AND NURSERY SCHOOL

KS1 Spring 1

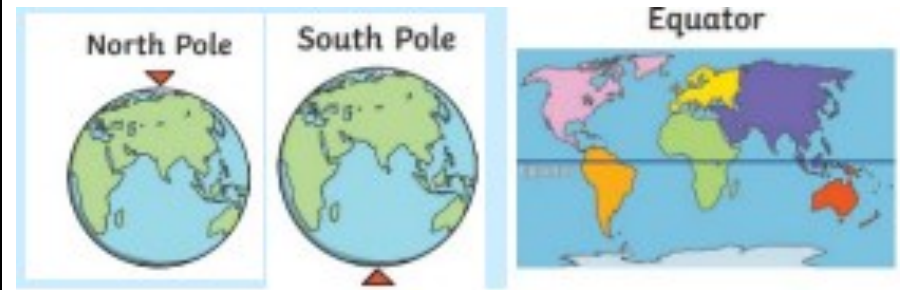
The Amazing World of Animals



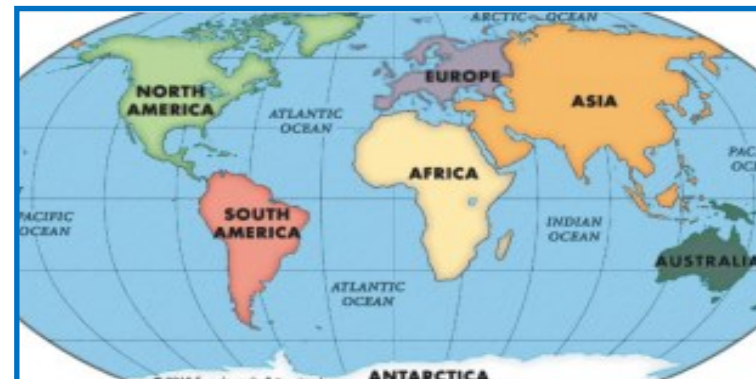
Key Vocabulary

| | |
|-------------------|--|
| continent | a continent is a large solid area of land. Earth has seven continents |
| country | a nation with its own government, occupying a particular area. |
| equator | an imaginary line around the middle of the Earth. It is halfway between the North and South Poles, and divides the Earth into the Northern and Southern Hemisphere |
| season | One of the four parts the year is divided into: Winter, Spring, Summer, Autumn |
| weather | the conditions in the air above the earth such as wind, rain, or temperature,. |
| ocean | A huge area of salty water. There are 5 oceans in the world. |
| globe | A round model of the Earth. |
| North Pole | he very top of the Earth. It is very cold. |
| South Pole | The very bottom of the Earth. It is very cold. |
| animal | A living thing that can move and eat. |
| habitat | The place where an animal lives. |
| adaptation | A special feature that helps an animal live in its habitat. |

Different parts of the world are hotter and colder. It is colder at the North and South pole, and warmer at the equator.



In the UK the weather usually changes with the seasons. Colder weather comes in autumn and winter. Warmer weather comes in spring and summer. Our days of sunlight are longest in the summer and shortest in the winter.



The 7 continents and 5 oceans



Design Technology

The children will work in groups to create a large map of the world showing continents and oceans, then add fabric or card animals to each continent.



Art

The children will use photographs and toy animals for their animal art. They will draw using different kinds of line — thick, thin, wavy, zig-zag, smooth — to show fur, feathers, or scales. Our focus artist is Pablo Picasso. His single-line animal drawings are simple and perfect for inspiration!



Music

The children will move around the room as different animals, keeping to the beat.

- Elephants = heavy, slow
- Birds = light, quick
- Snakes = slithery, smooth etc.



We will use picture cards instead of notes: e.g. = 2 beats, = 4 fast beats.

We will lay out 'animal rhythms' and clap/play them together.

The children gradually link animal pictures to simple notation.



The Big Questions

1. Where are the seven continents and five oceans?
2. Where in the world do different animals live?
3. Why are some places hot and some places cold?
4. Why do animals live in different places?
5. How do animals survive in their habitats?
6. Can we show an animal's character through rhythm and dynamics?
7. How can we use lines and shapes to show animals in different ways?
8. What makes Pablo Picasso's animal drawings special or different?

Intended Knowledge

- The names and locations of the seven continents and five oceans.
- Examples of animals that live on each continent.
- Animals live in environments that suit their needs.
- Places near the equator are hotter and places near the poles are colder.
- Different sounds, tempos, and rhythms can represent animal movements or characteristics.
- We can experiment with using lines and shapes to show movement or emotion in art.
- An artist called Pablo Picasso used lines and shapes in creative, abstract ways.

Year 1

Key Skills (National Curriculum)

Geography - Locational Knowledge

I can use a map to locate and name the **7 continents and 5 oceans**.

Geography - Place Knowledge

I can understand **geographical similarities and differences** through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country (studying animals in other continents)

Geography - human and physical

I can identify **seasonal and daily weather patterns** in the United Kingdom.

Music - Rhythm

I can clap a **steady pulse**.

I can clap short **rhythmic patterns**.

Music - Composition

I can make a **sequence of sounds** on an **untuned percussion** instrument.

I can choose sounds to **represent different things**.

Art - Line

I can create lines of different **thickness and length**.

Art - Knowledge of artists and designers

I can describe what I can see and **give an opinion** about the work of an artist (Pablo Picasso)

Design Technology - Design

I can design products that are useful and also look good.

Design Technology - Make

I can choose the right tools to make something with.

This topic has strong links to our Science unit 'Living Things and their Habitats'

Year 2

Key Skills (National Curriculum)

Geography - Locational Knowledge

I can use a map to locate and name the 7 continents and 5 oceans, with **greater confidence and accuracy**.

Geography - Place Knowledge

I can understand **geographical similarities and differences** through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country (studying how animals differ in these environments.)

Geography - Physical Features

I can identify seasonal and daily weather patterns in the United Kingdom and the location of **hot and cold areas of the world** in relation to the Equator and the North and South Poles.

Music - Rhythm

I can repeat short rhythmic and melodic patterns.

I can sing or clap **increasing and decreasing tempo**.

Music - Composition

I can use **symbols to represent sounds**.

I can choose sounds which **create an effect**.

Art - Line

I can use **crossing lines** to make simple patterns.

Art - Knowledge of artists and designers

I can suggest how artists have used colour, pattern and shape.

I can discuss the **techniques** used by artists (Pablo Picasso)

Design Technology - Design

I can think of ideas for a product and explain them in different ways, including drawing and talking about them.

Design Technology - Make

I can choose the right tools and also the right kind of materials, based on what the materials are like.