



School name: FOUNDATION PLANNING YEAR A



Theme: **Myself and other animals**

Year: **1 and 2**

Term: **Spring 1**

ART	D&T	Geography	History	ICT	MFL	MUSIC	PE & SPORT	PSHE/SMSC	RE	SCIENCE
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Lesson	Learning Objective and Success Criteria	Learning Tasks & Activities	Resources/ICT	Links to the Arts
1	<p>L.O. I can locate the continents and oceans of the world</p> <p>Success Criteria:</p> <ol style="list-style-type: none"> 1. I must: use my atlas to find a map of the world 2. I should: fill in the names of the continents and oceans 3. I could: mark off where I live on the map, or some places I have visited 	<p>Input: Through discussion, enable the children to develop an understanding of the difference between a country and a continent.</p> <p>Task: Challenge the children to make use of the atlases and globe in order to locate the continents and oceans of the world, and fill these in on the world map provided. They may choose to work independently, in pairs or in a small group.</p> <p>Plenary: Together label a large map of the World</p>	<p>Map of the world Atlases Globe World map – blank, to be completed</p>	
2	<p>L.O. I know how some animals are adapted to live in a hot climate</p> <p>Success criteria</p> <ol style="list-style-type: none"> 1. I must: research how an animal can survive in a hot environment 2. I should: present my findings in an interesting way 3. I could: investigate another animal/s to find out how they are suited to a hot climate 	<p>Input: Identify Africa’s location on a map, and it’s position in relation to the equator. Share pictorial map of Africa showing geographical features, (deserts, rivers, mountains, grasslands).</p> <p>Task: Ask children to list the different animals they know that can be found here. What is the weather like? How does this effect the way people dress/ live their lives? The children will work in groups to research one African animal, and the manner in which it is adapted to thrive in this environment.</p> <p>Plenary: Shared outcomes to be displayed.</p>	<p>Atlases Globe Pictorial map of Africa Laptops Library/topic books available</p>	

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3	<p>L.O. I know how some animals are adapted to live in a cold climate</p> <p>Success criteria:</p> <ol style="list-style-type: none"> 1. I must: discuss with others how I think an animal/s can survive in a very cold place 2. I should: make a note of our suggestions, then check them 3. I could: identify what clothing/equipment human beings would need to survive in <p style="text-align: center;"><u>Success Criteria:</u></p>	<p>Input:The children will share a map of the Antarctic, and identify/ discuss the geographical features, water, climate conditions, etc.</p> <p>Task: They will work together to compile a list of the animals typical to the continent. Attention will be drawn to the distance to/from the equator, and poles. In discussion groups, the children will attempt to explain how animals are suited to live in such a cold environment. They will record their suggestions.</p> <p>Plenary: use resources available to fact check what they have written.</p>	<p>Atlases Globe Pictorial map of Antarctica Laptops Library/topic books available</p>	
4	<p>L.O. I can name some of the animals that can be found in Australasia</p> <p>Success criteria:</p> <ol style="list-style-type: none"> 1. I must: present my work in an interesting way on a poster 2. I should: interesting descriptions/ information 3. I could: create an animal of my own and say why it would be suited to this environment 	<p>Input: Identify the position of Australasia on a map, and discuss the physical features we can see.</p> <p>Task: Consider the position on a map of the world – what would we expect the weather here to be like? Why? How might this effect humans/animals that make this their home? Today the children will produce a poster promoting the wild life that can be seen if one were to visit this area.</p> <p>Plenary: Discuss finished posters</p>	<p>Atlases Globe Laptops Library/topic books available</p>	

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5	<p>L.O. I know some animals that are typical to Asia</p> <p>Success criteria:</p> <ol style="list-style-type: none"> 1. I must: find out how my animal is suited to living in Asia 2. I should: present my findings in a way that is interesting to an audience 3. I could: include illustrations of my animal to share with the group 	<p>Input: The children will study a map of the physical features of Asia, attempt to suggest what the climate might be like in this part of the world, giving reasons for their suggestions. They will share the video on Asian animals, and discuss their learning.</p> <p>Task: They will go on to work independently, in pairs or small groups to prepare a presentation on an animal of their choice,</p> <p>Plenary: share presentations with the class at the end of the session.</p>	<p>Atlases Globe Laptops Library/topic books available YouTube Asian animals Diszavu's Adventures</p>	
6	<p>L.O. I am familiar with the features of a rainforest</p> <p>Success criteria:</p> <ol style="list-style-type: none"> 1. I must: fill the rainforests in on my map 2. I should: describe what I could see, feel, hear and smell in a rainforest 3. I could: use a thesaurus to help me make more exciting word choices 	<p>Input: Discussion: what do you think a rainforest may be like? Identify the rainforests of the world and fill these in on the map provided. Consider their distance from the equator. What do we know about temperatures at the equator? Does this explain the position of the world's rainforests? What type of weather would we expect to see in a rainforest?</p> <p>Task: The children will write a description of a rainforest setting, using what they know about it's climate.</p>		

		Plenary: Share some descriptions		
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