



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
7	<p><b>L.O. I understand the causes of animals becoming endangered</b></p> <ol style="list-style-type: none"> <li>1. I must: list ways that people harm the environment</li> <li>2. I should: list ways that people improve an environment</li> <li>3. I could: suggest ways in which we could prevent animals from becoming extinct</li> </ol>	<p><b>Input:</b> Present children with list of animals which are extinct. (dinosaurs, sabre-toothed tiger, mammoth, dodo, Tasmanian tiger, West African Black Rhino.) Can you tell me what all of these animals have in common? Then give a list of the following: elephants, sea turtles, gorillas, orangutans, tigers. What do these have in common? All are at risk of extinction. Through discussion, ascertain reasons for this. (human effect on environment, deforestation, climate change.)</p> <p><b>Task:</b> The children will write about ways in which people can harm or improve an environment. They may go on to create a poster warning people of the risk of extinction of an animal of their choice.</p> <p><b>Plenary:</b> Share posters and put up around the school.</p>	<p>Pictures of extinct animals/ animals at risk of extinction</p> <p>Extinct animals: facts for kids   National Geographic Kids <a href="https://www.natgeokids.com/uk/discover/animals/general-animals/extinct">https://www.natgeokids.com/uk/discover/animals/general-animals/extinct</a></p>	
8	<p><b>L.O. I know that some animals are kept in captivity.</b></p> <p>Success criteria</p>	<p><b>Input:</b> Share the video from BBC Teach. Allow time for the children to share their own ideas of keeping animals in captivity. (Positive and negative points.) What about circuses, or private ownership? (E.g. The Tiger King) What are some of</p>	<p>Squared paper</p> <p>What are zoos for? - BBC Teach <a href="https://www.bbc.co.uk/teach/what-are-zoos-for/z649f4j">https://www.bbc.co.uk/teach/what-are-zoos-for/z649f4j</a></p>	

	<ol style="list-style-type: none"> <li>1. I must: draw my own map of a zoo, remembering to include the paths people will use</li> <li>2. I should: write the co-ordinates for my exhibits</li> <li>3. I could: create an advertisement for a zoo looking for a new keeper</li> </ol>	<p>the jobs that people working in a zoo might do? (keepers, admin staff, breeding programs, vets etc.)</p> <p>Task: The children will draw a simple map of a zoo, on squared paper, and annotate it with: the points of the compass showing N,S,E and W; then go on to provide the co-ordinates for their exhibits.</p>		
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9	<p><b>L.O. I can locate my local area on a map</b></p> <p>Success criteria:</p> <ol style="list-style-type: none"> <li>1. I must: find the UK on a map of the world</li> <li>2. I should: create a map of the area around my school</li> <li>3. I could: include the points of the compass to show my understanding of direction</li> </ol>	<p>Input: Using a world map, ask the children to locate the UK, and estimate where on the world map they think they are. Share the video from BBC Teach.</p> <p>Task: Challenge them to draw a map of their local (school) area. (Discussion on bird's eye view.) Shared outcomes: what did you choose to include? What did you forget to include? Give the opportunity for children to improve upon their work. Share a map of their local area. Discuss features, geographical, human settlement, roads, etc. What features do you recognise?</p> <p>Plenary: Is your home somewhere on this map?</p>	<p>Map of the UK Map of local area (Chelmsford)</p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-maps">Geography KS1/KS2: Maps - BBC Teach</a></p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-maps">https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-maps</a></p>	
10	<p><b>L.O. I can compare my area with one in a different country.</b></p>	<p>Discuss what children like about their locality/ local amenities. Do you think this is</p>	<p>Laptops Available library or topic books</p>	

	<p>Success criteria:</p> <ol style="list-style-type: none"> <li>1. I must: think of some questions I would like to ask about an area different to my own</li> <li>2. I should: research the answers and record my findings</li> <li>3. I could: find out what jobs people living in the area might do</li> </ol>	<p>the same in other areas in the UK/ the world?</p> <p>We are going to be looking at some images from a village in Zambia, Africa.</p> <p>Task: Working in small groups, the children will pose questions based on what they would like to find out about the village. They will then go on to use the resources available to answer their questions. Share the slide show on a Zambian village. What did you learn?</p> <p>Plenary: Does the slide show help answer any of your questions? What would you like about living in this village?</p>	<p><a href="#">Life in Africa slideshow and lesson plan   Teaching ...</a>  <a href="https://www.tes.com/teaching-resource/life-in--africa-slideshow">https://www.tes.com/teaching-resource/life-in--africa-slideshow</a></p>	
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11	<p><b>L.O. I can create my own timeline</b></p> <p>Success criteria:</p> <ol style="list-style-type: none"> <li>1. I must: use a ruler to draw my timeline</li> <li>2. I should: list events from my life in the order that they happened</li> <li>3. I could: add some events that I would like to take place in the future</li> </ol>	<p>Input:</p> <p>Discussion on the role of timelines and chronological order. Where else do we use chronological order? (reports, instructions, etc.) Allow opportunity for children to share events they would include on a timeline of their own lives.</p> <p>Task: . They will then go on to independently produce a timeline/ sequence of events about their own lives.</p>	Example(s) of a timeline(s)	
12	<p><b>L.O. I can record my family tree</b></p> <p>Success criteria:</p>	This will need to be set as a homework task initially, so that the children have the information they will need to complete their family tree.	Example(s) of family tree(s)	

	<ol style="list-style-type: none"><li>1. I must: make a list of the people I want to include</li><li>2. I should: use the examples shared with me to help me create my own family tree</li><li>3. I could: record things I know happened in my family before I was born</li></ol>	Shared examples of family trees will assist the children with the task.		
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