

Title - Amazing Animals	Project overview	Hook	Text(s)	Maths overview
Year group - 1	The aim of the topic is to identify, classify and group different species of animals in terms of their appearance, diet and habitat.	Trip to Cotswold	Giraffes can't dance (Character flaw tale Animal poem Descriptive Fact File Animal antics (Guided Reading)	Money Time Place Value
Driving question	Key Vocabulary	Intended outcome	Resources	Areas of learning <i>subjects</i> Science, IT, Geography, History, Art, DT, Music
Do animals have feelings?	Animals, species, habitat, diet, description, fact file, adaptation, environment, similarities, differences, Tinga Tinga, Africa, fossils, investigation, zoo, fish, amphibians, reptiles, birds, mammals, carnivore, herbivore, pictograms, sunset, sunrise	By the end of the topic the children will showcase a new animal species they have created. We will show the whole design process from the online design, models, diet, movements and fact file.		
How does learning build on prior understanding? Other year groups and other learning?	Content What will we learn?	Creativity How will we show our learning in different ways?	Ethos How does the project embed our values?	How will this project prepare for future learning?
-Children can listen to each other's suggestions and plan how to achieve an outcomes (Personal, Social and Emotional Development) -Use a range of vocabulary in imaginative ways to add information or express ideas (Communication and	-Listen to the different dimensions in a piece of music -Design, make and evaluating process -Exploring shape and textures in pictures -Extending a variety of drawing tools -Copy techniques and	-Creating a new animal using different stages of drawing, modelling with clay and creating physical movements their animal would do -Exploring Tinga Tinga art -Animal silhouette in sunset pictures looking at shadows -Using clay to make animals	-Thinking about animals in the community and how they should be treated if we find one -Looking at adaptations of animals and how they are resourceful depending on their habitat -Respecting all the animals that	-Under the sea animals looking at habitat, diet and environment (Year 2) -Life cycle of different species (Year 5) -Learn about arctic animals (Year 3) -Living things and their classifications progressed (Year

<p>Language) -Children find out and use a range of everyday technology (Understanding the World) -Children know that the environment is influenced by human activity (Understanding the World) -Children talk about the ideas and processes which have led to a design (Expressive Art and Design)</p>	<p>incorporate in own art -Manipulate materials into a shape for purpose -Identify and name a variety of common animals -Identify animals diets -Describe and compare different animals -Similarities and differences between our local area and a different country -Investigating fossils and talking about the past orally</p>	<p>-Listening to Carnival of the Animals and creating our own piece of music for our animal -Sorting animals in terms of their species through dance and drama</p>	<p>our class members makes -The children will all be responsible for showcasing their animal and fact file at the outcome</p>	<p>4) -The skill of identifying, classifying and grouping furthered (Year 2 - 6)</p>
---	---	---	--	---