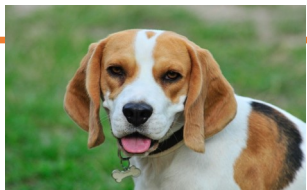
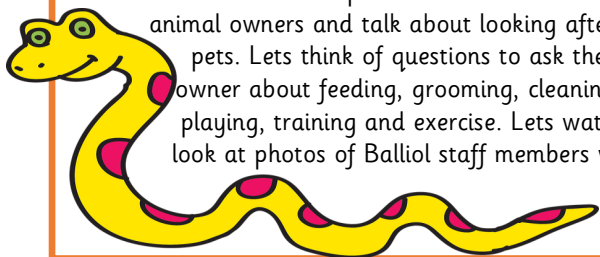


Engage



Lets explore

animal owners and talk about looking after pets. Lets think of questions to ask the owner about feeding, grooming, cleaning, playing, training and exercise. Lets watch videos and look at photos of Balliol staff members with their pets.



Paws, Claws and Whiskers



Express

Lets look back and what we have learned. What have our favourite animals been? Paint pictures of these animals. Next, can you solve the clues to guess the animals?

The local pet shop needs your help. Some very mysterious creatures have arrived in a crate from somewhere very far away. They are unlike anything ever seen before. The pet shop owners do not know where the creatures are from or how to look after them. They are not sure how to feed them or what kind of home they need. They need some pet detectives to spend time with these animals to try and find out more about them and how to look after them.

Innovate



English:

- * Narrative (traditional tales): Red riding hood, Goldilocks, Three little pigs, Billy goats gruff, Mr Wolf's pancakes by Jan Fearnley, Into the forest by Anthony Browne
- * Non-fiction reports using a selection of animal books and also Percy the park keeper by Nick Butterworth and Dear zoo by Rod Campbell
- * Poetry (vocabulary building): Perfectly Peculiar Pets by Elli Woollard & Anja Boretzki
- * A poem a day for the year: I am the seed that grew into the tree

Maths:

- * White Rose block nine = Multiplication and division
- * White Rose block ten = Number: Fractions
- * White Rose block eleven = Geometry: Position and direction

Science:

- * Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- * Group and sort a variety of common animals based on the foods they eat.
- * Observe objects, materials, living things and changes over time, sorting and grouping based on their features.
- * Gather and record simple data in a range of ways to show similarities and differences between classmates.
- * Perform simple tests and begin to talk about what they might do or what might happen on a butterfly hunt.
- * Label and describe the basic structures of a variety of common animals, including fish, amphibians, reptiles, birds and mammals.
- * Describe how to care for plants and animals, including pets.
- * Identify, compare, group and sort a variety of common animals, including fish, amphibians, reptiles, birds, invertebrates and mammals, based on observable features.
- * Observe and describe weather associated with the seasons and how day length varies.

Art:

- * Use soft and hard pencils to create different types of line to draw different animals.
- * Say what they like about their own or others' work using simple artistic vocabulary.
- * Use textural materials, including paper and fabric, to create a simple collage of animal patterns.
- * Design and make some big cat art to express ideas.
- * Identify and use paints in the primary colours to create pictures of your favourite animals.

Design and Technology:

- * Create a design for an imaginary animal enclosure to meet simple design criteria.
- * Select and use a range of materials, beginning to explain their choices to make an animal house.

Geography:

- * Draw or read a simple picture map for an imaginary zoo.
- * Name and locate the world's seven continents and five oceans on a world map.

Computing:

Rising Stars Unit 1:5 We are storytellers. Producing a talking book.

Music: Charanga unit 5—Your imagination. Explore singing together, rhythm, dynamics, pitch and tempo.

RE: Unit 1:10- How do we show care for the Earth? Why does it matter? Explore stories in the bible and discuss as a class.

PE: Sending and receiving, Yoga Explore moving in different ways and learn to control these movements.

PSHE: Jigsaw unit 5—Relationships. Learn about ourselves and how people interact with other people.

Children will learn about:

Develop



Paws, Claws and Whiskers



Ideas for home learning

- ♦ What is your favourite animal? Make an information book complete with pictures.
- ♦ Make some animal masks and collages.
- ♦ Go to a local farm, zoo or safari park to see some real animals.
- ♦ Do you have a pet? Create a guide for how to take care of your pet.
- ♦ Draw an observational sketch of your pet. If you do not have a pet, then make up one of your own.
- ♦ How do different animals move? Make up a dance using these movements.
- ♦ What do animals eat? Perhaps explore making some treats for your local birds.
- ♦ Go on a walk in your local area. Make a list of all of the animals that you can see. Make sure to include things such as insects and birds. See if you can photograph them too.

