

Overall outcome
Video of children's work as a non-fiction text.

Children's Rights Links - Articles
13 – You have the right to find out things and share what you think with others
29 – Your education should help you learn to live peacefully, protect the environment and respect other people

Narrative Hook:-

- Exploration of our world's habitat.
- Development and understanding of the need for non-fiction texts.

Texts: The Big Book of Birds, The Big Book of Beasts, The Big Book of Bugs, Non – Fiction texts focusing on habitats.
Non-fiction websites:

Key Vocabulary and links to other languages:
City, Woodland, Rainforest, Deforestation, Rainforest, Woodland, Mountain, Desert, Habitat, Adaptation, Vertebrates, Invertebrates.

Yr.1 term 3/4 - Inquiry Question
Yr. 1 theme: Friendship, Belonging and Community
What does a planet need to support life?

Areas of learning (theme/subject)
History, Geography, Science

Resources
Globes, Atlases, Explorer role-play areas.

Transformative diverse individuals
John Franklin, Jane Goodall, Charles Darwin, John Edmonstone, Graman Quassi, Ernest Shackleton.

Content: What will we learn?

English: Explanation writing, inquiry writing,
Geography: Continents, Oceans
Art: Making Aurora Borealis
Music: Rhythm – drumbeats
Science: -identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
-identify and name a variety of common animals that are carnivores, herbivores and omnivores
-describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
PE: Animal Movements.
RE: Creation stories

Creativity: How will we show we understand in multiple ways?

Create a range of non-fiction texts about different habitats, adaptations and animals in different environments.

Design new animals that suit the habitat of focus.

Create texts, models and artwork that reflect life in different environments.

Coherence: How does this project link to other year groups and core subjects?

Connections to previous learning:-
Geography- Oceans and continents.
Science- drawing animals with accuracy
Literacy- reading sentences to ensure they make sense.
Read sentences for comprehension of facts.
Connections to future learning:
Literacy- Joining sentences to create stories.

Connections to core learning:
Reading comprehension skills- recalling key facts from a non-fiction text, using information to help understand.

Science- animals and humans. Being able to classify and group common animals using correct terminology.

Compassion: What opportunities are there for compassion and empathy?

Empathise with explorers and local people.

Learn about protection of habitats and animals indifferent habitats.

Looking after the world for the future animals and generations of humans.

Community: Where are the links to local expertise and resources? Visits/visitors?

Natural History Museum.
Pitt Rivers Museum.
Botanical Gardens