

Animal Safari

Summer Year B

Pendeen Class (EYFS)

Sequence of Lessons

Understanding the world

Intent: Children will learn about the animals that live around the world, how to look after animals and the importance of caring for our local and global environments.

Vocabulary: Beak, Bird, camouflage, carnivour, eggs, feathers, habitat, herbivour, mammal, omnivore, reptile, scaly,

Lesson	Sequence of Learning
1	<p>Introduce topic question: What would I find on a safari?</p> <p>Curious Questioning - What do we want to find out about? Create class mind-map of children's questions to answer throughout the topic.</p> <p>WALT: How do you look after animals?</p> <p>Children to listen to Cbeebies radio to find out how to look after a kitten and a puppy. Children to write a list of how to care for a kitten/puppy.</p>
2	<p>WALT: Understand that animals have different groups.</p> <p>Sort animal cards into groups based on their features. Introduce the children to the vocabulary 'reptile', 'mammal' and 'bird'. Revisit how the children have sorted the animals. Provide three labelled hoops and work together to sort the picture cards into reptiles, mammals and birds.</p>
3	<p>WALT: Create a journey for Handa</p> <p>Look at Handa's route to find Mondri and the different animals she saw along the way. Talk about the animals that Handa has passed along the way. Invite the children to count the animals. Explain that they will use the resources to create a journey for Handa to go along with different animals for her to count along the way. Invite the children to use their completed pictures to describe their version of Handa's journey</p>
4	<p>END OF TOPIC</p> <p>Revisit topic question: What would I find on a safari? What have we learnt?</p> <p>Children to put on an assembly for parents. Invite them to talk about the activities they enjoyed the most and the interesting facts they have learnt.</p> <p>Compile all topic learning to prepare and present subject composite- Safari animals assembly for parents.</p>

Subject Composite: Children will host a gallery of their learning to showcase what they have learnt over the topic about different animals and safaris.

Impact: Children have a good knowledge of safaris and different animals.

Hooks for new learning (Y 1/2) Habitats and Animal survival

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Summer 1 Year B

Pendeen Class (EYFS)

Sequence of Lessons

PSHE: PSED

Intent: To know how to be a good friend. To understand how to solve friendship problems when they occur and to know not to treat others with respect.

Vocabulary: Family, Friends, Relationships, Lonely, Jobs, Argue, Angry, Upset, feelings, calm me.

Lesson	Sequence of Learning
1	<p>Key question: how can I be a good friend?</p> <p>WALT: I can identify some of the jobs I do in my family and how I feel like I belong</p> <p>Children to discuss what a family is and what jobs family members do. Children to talk about their family and to make a picture frame for their family photo.</p>
2	<p>WALT: I know how to make friends to stop myself from feeling lonely.</p> <p>Children to work together to discuss what makes a good friend. Children to think about what they should do if they see someone who is lonely. Children to focus of friendship and teamwork in their play.</p>
3	<p>WALT: I can think of ways to solve problems and stay friends.</p> <p>Can the children suggest ways to make things better? Write down suggestions on coloured strips of card for display. Act out resolution. Shake hands and say "Make friends, make friends, never ever break friends!!"</p>
4	<p>WALT: I am starting to understand the impact of unkind words.</p> <p>Explain that bad words/unkind words are like shaving foam: once they are out they can never go back in. So, think before you speak...</p>
5	<p>WALT: I can use Calm Me time to manage my feelings.</p> <p>What do people do when they are angry? Think of ways that they could calm down. Play some calming music - children to take deep breaths and imagine a place they feel happy in.</p>
6	<p>WALT: I know how to be a good friend.</p> <p>Match the pairs of friends e.g. Woody with Buzz, Do they ALWAYS get on or do they sometimes fall out? What do they do to make sure that they stay good friends? find a friend and tell them why they like them.</p>

Subject Composite: Children will make a picture of a friend adding labels to show the qualities of a good friend eg. Kind words, gentle hands.

Impact: Children know how to solve friendship problems and how to be a good friend.

Hooks for future learning: (Yr1/2) Relationships Summer term.

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Art and Design

Intent: Children understand different portraits and poses typical to portraits.

Hooks from old learning: (Ready, Steady, Grow)

Vocabulary: pattern, shape, colour, collage, techniques.

Lesson	Sequence of Learning
1	<p>WALT: to choose the materials to make a bird mask</p> <p>Invite the children to talk about the birds' different features and compare the patterns, shapes, and colours of their plumage and beaks. Provide a selection of drawing resources, ready-mixed paint, tissue paper, scissors and glue for the children to create artwork inspired by the images. They might choose to paint, draw, make a collage picture or create mixed media artwork. Encourage the children to look carefully at the photographs and explain their techniques as they create their artwork.</p>
2	<p>WALT: Make an animal mask.</p> <p>The children will make an animal mask, they will choose the animal they would like to make and describe the resources they will use to make the different features. Take photographs of the finished masks, and invite the children to explain how they made them.</p>
3	<p>Parents assembly – showcase artwork with masks worn in the parents assembly.</p>

Subject Composite: Create a bird and an animal mask.

Impact: Children will make masks and can explain the techniques they have used to create their masks.

Hooks for new learning: (Y 1/2) Flower head and Rain and Sunrays

Safari Animals

Summer Year B

Pendeen Class (EYFS)

Sequence of Lessons

Computing – Understanding the world

Intent: Children

Hooks from old learning: (EYFS) Previous Purple mash lessons

Lesson	Sequence of Learning
1	The Natural World. WALT Use pets topic pins . Use the pets topic pin to watch the slideshow on pets. Children to discuss what they have seen on the slideshow. Children to colour pet pictures and draw fish in the fish tank.
2	The Natural World WALT: Listen to information and complete a picture Children to go onto simple city and visit the zoo. Children to watch the information clip and create a simple zoo picture.
3	The Natural World WALT Group animals. Children to go onto Simple City and visit the zoo. Children to complete simple questions such as group together the birds.
4	The Natural World WALT Listen to information and complete a picture Children to go onto Simple City and visit the vets. Children to watch the information clip and create a simple pet picture.
5	The Natural World WALT Listen to information and complete a picture Children to go onto Simple City and visit the vets. Children to watch the information clip and create a simple pet picture.
6	The Natural World WALT Listen to information and complete a picture Children to go onto Simple City and visit the farm. Children to watch both of the information clips and create a simple farm picture.

Subject Composite: Make zoo, pets and farm pictures.

Impact: Children are able to use an ipad to findout information and to create their own pictures.

Hooks for new learning: (Y1/2) Purple Mash

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Sequence of Lessons

Music

Intent: Big Bear Funk is a transition unit that prepares children for their musical learning in Year 1

Hooks from old learning: (EYFS) To build on previously learnt skills from the charanga scheme.

Vocabulary: Pulse, Rhythm, Pitch

Lesson	Sequence of Learning
1	WALT: Find the pulse to Big Bear Funk Start to learn to sing Big Bear Funk and respond to the copyback section
2	WALT: Explore and Create using voices and instruments Continue to learn to sing Big Bear Funk including the copyback section. Dance during the activity section
3	WALT: Learn to Sing the Song Sing the song again and include activity options
4	WALT: Explore pitch by creating your own sounds with voices and instruments Sing Big Bear Funk including the copyback section. Dance during the activity section Revisit activity options
5	WALT: Learn to Sing the Song Sing the song again and include activity options
6	WALT: Perform 'Big Bear Funk' Children to perform the song Big Bear funk for parents in the end of topic assembly.

Subject Composite: Perform at the end of topic production

Impact: Children are able to sing together as a group and perform . They are able to use their voices and instruments for different effects.

Sequence of learning

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Sequence of Lessons

RE

Intent: To recognise that religious people have places that are special to them.

Hooks from old learning: Pupils to recall their visit to Truro cathedral in the autumn term. Children to recall learning about the font in their learning about baptism in the spring term.

Vocabulary: Bible, Christians, Pilgrimage, Muslims, Holy, Church, Mosque, Imam, Qur'an, Vicar

Lesson	Sequence of Learning
1	WALT Where is special to me. Discuss reasons why a place might be very special to us – how it makes us feel, what we get to do there, who we go there with, whether it makes people think about God or their religion, memories we have of a place etc.
2	WALT Where is a special place for Christians to go? Look at picture of churches, pupils to really focus on individual features they might find on the outside of a church. Pupils should see that although there may often be similarities, not all churches look exactly the same.
3	WALT What makes a church special to Christians? Recall our visit to Truro cathedral and take a virtual tour of the inside of a church to find out about its features. Talk about the stained glass windows and how they tell a story. Children to make their own stained glass windows.
4	WALT Where is a holy place for Muslims to go? Look at a picture of a mosque, pupils to learn that a mosque is a holy building for Muslims.
5	WALT What makes a mosque holy to Muslims? Pupils to listen together to the call to prayer in Arabic. Look at the minaret and explain that it is where the muezzin stands when saying the call to prayer. Draw parallels with bells calling people to church. Have a virtual tour of a mosque and make a list of features of mosques.
6	WALT What is important in a church and a mosque? How are holy buildings similar and different? Pupils to recall the features of churches and mosques. Children to construct a model of a church and a model of a mosque, the models should include all the features that they have learnt about. Compare a model church and a model mosque, discuss the similarities and differences.

Subject Composite: Make models of a church and a mosque, recognise the similarities and differences between these two places of worship.

Impact: Children will be able to recognise places which are special to them and places which are special to religious people

Hooks for new learning (Y1/2): What does it mean to belong to a faith community
What makes some people and places sacred in Cornwall