

Year 1 Geography

Wild Safari

Assessment Questions		
<p>- What is a rainforest? Can you tell me where one is in the world (country)?</p> <p>- How is a rainforest different from where we live in Birmingham? <i>Use weather words to describe the climate in places with rainforests.</i></p>		
Know	Do	Understand
<p><u>Locational Knowledge</u> I can name some countries and continents in the world that have jungles and/or rainforests.</p> <p><u>Human and Physical Geography</u></p> <p>I know that weather can be different in various places around the world.</p> <p>I know that rainforests are hot, humid, sticky and wet.</p> <p>I know that the largest rainforest in the world is the Amazon Rainforest in South America.</p>	<p><u>Locational knowledge</u> NC name and locate the world's seven continents and five oceans Label countries with rainforests in them on a world map and name some of the continents.</p> <p><u>Place Knowledge</u> NC understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p><u>Human and Physical Geography</u> NC identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Identify the key physical features of rainforests and jungles and compare to our own local area. <u>Use basic geographical vocabulary to refer to:</u> Key physical features, including: desert, beach, cliff, coast, vegetation, weather, forest, hill, mountain, sea, ocean, river</p> <p><u>Geographical skills and fieldwork</u> NC:</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 	<p>In this topic the children will deepen their understanding of the difference between physical and human features. They will be able to explain that human features are landmarks/buildings/objects that has been built by man and placed somewhere – for example a church, shop, road and a physical feature is something that occurs naturally and has not been built by man. It may have been there for a very long time.</p> <p>Children will be able to sort human and physical features. They will be able to locate some rainforests on a map of the world and describe the key physical features of rainforests and jungles.</p>
<p><u>Key Vocabulary</u> Seasons – Autumn, Winter, Spring, Summer Weather words- hot, sunny, dry, cold, wet, rainy, snow, windy, icy, climate, temperature Geography Core Concepts: Climate Environment</p>	<p><u>Fieldwork Opportunities.</u> Sort photos/pictures/maps of different places in the world (rainforest/south pole/uk) by recognising their human/physical features. Use Google Earth to find very hot countries or very cold countries (places with a different climate to our own)</p>	

Year 1 SCIENCE Topic 5: Wild Safari

Assessment Questions

1. What animals might you find in the park?
2. Is a squirrel a reptile, mammal or amphibian?
3. Can you give me an example of a reptile?
4. What is a carnivore? Can you give me an example?
5. If you wanted to see an animal really closely, what could you use?
6. Why should we treat animals with respect?

Values: Compassion and Service

KNOW	DO	UNDERSTAND
<p>NC Content: S: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. S: Identify and name a variety of common animals that are carnivores, herbivores and omnivores. S: Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). _</p> <p>Vocabulary: <i>Fish, amphibian, reptiles, birds, mammals, carnivores, herbivores, omnivores, local, global, body, eyes, wings, claw, fin, scales, vertebrate and invertebrate.</i></p> <p>Children know what local animals we might have in Sparkhill Park – worms, spiders, squirrels etc. Children know how important it is to return animals to their local environment after looking at them.</p> <p>Children know the terms fish, amphibians, reptiles, birds and mammals and give some examples of each.</p> <p>Children can define: carnivores, herbivores and omnivores. They can also give examples of animals that fit into those categories.</p>	<p>NC Content: WS: Asking simple questions and recognising that they can be answered in different ways WS: Using their observations and ideas to suggest answers to questions - use simple scientific language WS: Observing closely, using simple equipment. WS: Gathering and recording data to help in answering questions Identifying and classifying</p> <p>Children can explore the local environment to spot any animals in the park. They can observe these animals closely (without harming them) and identify what type of animal it is. They can use equipment, like a magnifying glass, to observe closely.</p> <p>Children can record what they find out and answer their questions.</p> <p>Children can classify animals – this could be done on the computer.</p>	<p><i>PRIOR LEARNING: In Reception children make observations of animals and plants and explain why some things occur, and talk about changes. They make observations of animals and plants and explain why some things occur and talk about changes. (Early Learning Goal). In Year 1, they will learn scientific language, like the names of different animals and how they might be classified.</i></p> <p>Children can compare one animal to the other.</p> <p>They understand that the world has so many different types of animal. They are excited to find out more about them.</p> <p>They understand that they need to the treat these animals with respect.</p>

Year 1 MUSIC Topic 5: Wild Safari

KNOW	DO	UNDERSTAND
<p>I know that:</p> <ul style="list-style-type: none"> • you can change the pitch of your voice to make it higher or lower (and you can use body movements to relate the changes) • some instruments can also change pitch • music can change pitch and you have to listen to the melody to see if it goes high or lower • a change in pitch can cause a contrasting effect <p>Vocabulary: pitch melody</p>	<p>Music express Animals (3)</p> <p>Children will look at images, and listen to the song 'Minou' and talk about what animal noises you might hear in the night. They will learn the chant for 'Bears in the wood', looking at how the pitch for different animals might change. They will use body movements to match the pitch.</p> <p>They will explore the idea of changing pitch with a range of different animals. They will listen to 'The crab and the egret', a piece of Chinese music using bamboo flute and percussion and think about how the music depicts the creatures. They will use instruments to make their own sounds for each creature, concentrating on pitch and following a start and stop signal.</p> <p>They will learn about pitch further with the 'Mole underground' song, where they will concentrate on finding the different pitch areas with their voices.</p>	<p><i>In EYFS, the children will have sung songs, rhymes and performed raps which play around with high and low sounds. They will have sung notes which go up and down in steps and used hand signals to show the change in pitch. In Year 1, the children are starting to think about when a pitch should change and reflect on what effect it has.</i></p> <p>NC Areas covered:</p> <ul style="list-style-type: none"> • Pupils listen to, review, and evaluate music across a range of traditions • Pupils explore pitch • Pupils learn to use their voices • Pupils create music with others