

## Challenge pack

Year 1 Animals Everywhere

### Learning Challenge

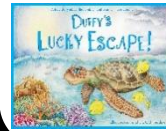
Can we plan an animal safari event for our families?



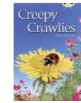
So that we can raise money to help look after endangered animals.

## Class Text

Duffy's Lucky Escape Dear Greenpeace The Fox and the Hen



Owl Babies Animal Fact cards/ Non-Fiction reports on animals



## Thinking and Learning skills and tools

WWW

EBI

Consider all factors CAF

What went well?

Even Better If.....



Make a plan



Noticing



Managing Distractions



Perseverance



Collaboration



Empathy and listening



Imagining



Making Links



Planning

### Hooks or memorable experiences

Hook Day – Visit from the Animal Man

Creating Green Screen Animal Videos

Moving animal pictures

### Public Outcome—how will this demonstrate learning

Animal Safari event, for parents to view our work

A Non-Fiction Class folder of reports about Animals to show parents and for the Book Corner.

A folder of stories about animals for use in our reading areas.

Raising money for a chosen animal charity.

### Concept Questions—exploring the concepts raised in this Challenge

Why should we care about/for animals?

Why are some animals endangered?

Am I an animal?

How am I different/the same as a .....(name of animal)?

What is Charity?

### Key Questions—those asked to measure understanding of pupils

Where do different animals live and why do they not all live in the same part of the world?

Why does the Safari Park have lots of fences?

Are you a herbivore, carnivore or an omnivore?

If you were a different animal which animal would you be and why?

Which would be the best pet, a fish, a mammal or a bird? Why?

Which animal charity do you think we should raise money for and why?

Year group	1	Term	Spring	Challenge Pack	All About Animals- Can we plan an animal safari event for our families?
<b>SUBJECT FOCUS</b>	<i>Children will learn about / will know (Declarative knowledge)</i>		<i>Children will know how to... (Procedural knowledge)</i>	<i>Prior learning (Schemata)</i>	<i>Vocabulary</i>
History	<p><b><u>Mary Anning - discovering dinosaurs</u></b>  <b>Why are people fascinated by the past? How can curiosity lead to a lifelong journey of discovery? What is an Archaeologist? How do they find out about the past?</b>  Mary's story  <b>Can you name some animals that are now extinct?</b>  Know dinosaurs are no longer alive. Saber-toothed cat, Woolly Mammoth, Dodo. Great Auk, Black Rhino.  <b>How do we know extinct animals actually existed?</b>  Fossils, bones, cave paintings, photographs.  Which people are famous for recording information about animals?  <b>How have animals changed over the years? Which animals look similar? LINK TO SCIENCE</b>  Evolved to survive.  Saber- tooth cat- Tiger, Woolly Mammoth- elephant, dodo- turkey, Great Auk- Penguin. Black rhino- grey rhino.</p>		<p>Start to ask why things might have happened in the past.  Compare how something was different in the past to now.  Describe how at least 1 thing has changed over a period of time and 1 thing has stayed the same.</p> <p>Compare how prehistoric and current animals have similar features.  Sort animals to show which are still alive and which are extinct.  Order animals on a timeline to show when they became extinct.</p>	<p><b>Year 1 Autumn Term</b>  Who is the current queen? How were homes different in the past?  What is a memory?  Compare and contrast.  <b>Early Years- Reception</b>  Magic Carpet- dinosaurs lived in the past.  Family history in living memory.  Significant events in their life, family days,  Past/present, future, routines, passage of time, families, communities  Significant events in their life- Birthday, celebration days,</p>	<p>Past/ present/ future  Now then next  Timeline  Living memory  Evidence  Source  Extinct  Fossils  Bones  Palaeontologist</p>
Geography	<p><b>Find where different animals live?</b>  Polar Bears- North Pole, Penguins- South Pole. Tigers, camels, giraffes – near the equator.  <b>How have animals adapted to the <u>climate</u> in their environment?</b>  Polar bears-grown hair, penguins- fat blubber, giraffes-long necks.  <b>What is the weather like in the North Pole, South Pole and equator?</b>  (hot, cold, snowy, warm).  <b>What are the four seasons in the United Kingdom?</b>  Spring, summer, autumn, winter  <b>Is the weather different in the North and South of the UK?</b></p>		<p>Describe the weather and seasons in the UK.  Locate hot and cold areas of the world in relation to the Equator and the North and South Poles on maps and globes.  Decscribe simple features of different countries e.g. North Pole- ice, water, Equator- hot, sand, tress.</p>	<p><b>Year 1 Autumn</b>  Name 4 countries in the UK and capital cities. Follow a map to a local place (library). Talk about different seasons and weather.  <b>Early Years- Reception</b>  Weather patterns, changes  Our country and other areas in the world-dessert, arctic, forest, where we live, similarities and differences of their own immediate environment and natural environment.</p>	<p>Habitat  Map  Globe  Equator  North pole  South pole  Climate  Adapted Environment  Weather features</p>
RE	<p><b>Why does Easter matter to Christians?</b>  Know the story of Easter from the Bible. Know that Christians believe that Jesus is the Son of God. Recognise that for Christians, Jesus gives instructions on how to love God and love others.  Death and resurrection, symbols of new life, forgiveness</p>		<p>Recognise religious buildings  Identify aspects of practise in a religion.  Identify symbols from a religion.  Recount elements of religious stories.</p>	<p><b>Year 1 Autumn</b>  Exploring how and why the festivals of Eid, Diwali &amp; Christmas are celebrated.  Considering what Christians believe God is like. Looking at Holy books.</p>	<p>Easter – Jesus, cross, new life, resurrection  Prophet, Allah, Muhammed (PBUH)</p>

	<p><b>What can we learn from the stories of the Prophet?</b>          Know that Muslim's follow Allah (God). Know that for Muslim's prophet means God's messenger. Recognise that Muslims believe that Muhammed (PBUH) is God's messenger and that Muslims learn a lot from the stories of the Prophet.</p>	<p>Give examples of how Christians show their beliefs about Jesus' death and resurrection in Church worship at Easter.          Discuss and ask questions about whether the story of Easter only has something to say to Christians or if it has anything to say to pupils about sadness, hope or heaven.          Give examples of how stories about the Prophet show what Muslims believe about Muhammed (PBUH).          Give examples of how Muslims use the stories about the Prophet (PBUH) to guide their actions and beliefs (e.g. caring for animals)          Discuss what they think is good for Muslims about prayer, respect, etc and whether that has something to say to them too (e.g. pupils may think it is important to care for animals).</p>	<p><b>Early Years – Reception</b>          Exploring what being special means - special occasions (like birthdays, festivals including Christmas, Easter, Diwali &amp; Eid), special places, and special stories.          Starting to think about what God means to Christians.</p>	
Art	<p><b>Remind the children about what they learnt in autumn as they use their sketch books to develop ideas.</b>          Use Henry Moore's sheep sketch book for inspiration. Sketch animals. Use photographs of different types of animals NOT drawings</p> <p><b>Which tools and materials are best for the task?</b>          Choice of materials. Properties for purpose. Watercolour, poster paint. Different sized brush tips.</p> <p><b>How have artists represented animals in their work?</b>  <b>Which do you like and why?</b>          Henri Rousseau – Tiger n the storm. Produce a large class piece based on Rousau's Surprised using an animal of your choice. Class could use art skills to layer different media or paint using colour mixing to create a habitat for an animal of choice.</p> <p>Aboriginal animal artwork – google this for lots of lovely images. Animal outline on black sugar paper then pattern work using simple printing tool or finger prints for dots.          Harriet Mead – sculptor -scrap metal artist. Link to animal tiles. <a href="http://harrietmead.co.uk/">http://harrietmead.co.uk/</a>          Make animal 'portrait' tiles- roll out airdrying clay, make template for animal head. Transfer to clay and cut around. Decorate by pressing in objects-choosing from a range eg- fork, screw heads, bolts, bristles, similar to the materials Harriet uses to sculpt with. Dry and paint</p>	<p><b>A2.1a Record and explore ideas from first hand observation, experience and imagination.</b></p> <p><b>A2.1b Know that artists are an important part of society</b></p> <p><b>A2.1c Name some artists</b></p> <p><b>A2.1d Select ideas from a studied artist to use in their own work</b></p> <p><b>A2.4b Begin to know the best ways to join and stick a range of natural and manmade materials to make sculptures and collages</b></p> <p><b>A24.c Combine and explore texture to create an effect</b></p> <p><b>A2.3a know that primary colours mix to make secondary colours.</b>  <b>A2.3c Know which brushes and tools to choose to work at different scales</b>  <b>A2.3b Know that there are different types of paint- watercolour, poster paint/acrylic, and to explore these in practice.</b></p>	<p><b>Year 1 Autumn</b>          Drawing and Sketching.          Pastels-oil and chalk          Photography          Self portraits          Collage</p> <p><b>Early Years- Reception</b>          Choosing colours, naming colours, using a range of tools.</p>	<p>Sketching, observation, tools, outline, shade, dark, light, shade, line, marks, crosshatch</p> <p>Henry Moore          Henri Rousseau          Aborigine          Harriet Mead          Sculpture/sculptor</p> <p>primary and secondary colours.          Paintbrush-round tip, flat tip.          Poster/acrylic paint.</p> <p>Clay, impression, tile</p> <p><b>A2.5a Demonstrate a growing art vocabulary to enable them to talk about their work and share it with others</b></p> <p><b>A2.5b Listen to the views of others and respond to ideas</b></p>

	<p>Ocean Sole – Kenyan collective producing work from recycled flipflops. <a href="https://oceansoleonline.com/">https://oceansoleonline.com/</a></p> <p><b>How do I make different colours and shades?</b> Poster paint/Acrylic. Different sized brush tips. Know that black and white make grey. Adding black to colours makes them darker. Adding colours to white makes them lighter. Know what a primary and a secondary colour is.</p> <p><b>In Forest school</b> Take photographs of tree skeletons and our evergreens Make clay animal faces on the trees and decorate with twigs, stones and fallen leaves Look for animal tracks Make winter homes for animals</p>	<p><b>A2.3d Know that images can be repeat printed using a variety of block and mono printing techniques to make patterns and pictures</b></p> <p><b>A2.4a Know that clay or modelling materials can be manipulated by rolling, squeezing and using tools. Choose the best techniques for their model.</b></p>		<p><b>to improve their work.</b></p> <p>See overview for details</p>
<p>Design Technology</p>	<p><b>How can I parts to make a moving vehicle?</b> Know some different types of card. Know the link between a design diagram, a model and the finished product. Know that we make things for a purpose.</p>	<p><b>Use my own ideas and experiences to generate a design idea</b></p> <p>Design ideas for a roleplay area, adding lables and resources needed.</p> <p><b>Choose appropriate materials and tools</b> <b>Cut out a range of materials</b> <b>Describe how well my outcome meets my original idea</b></p>	<p><b>Year 1 Autumn</b> 3D library art work, including exploring a range of materials to evaluate which was most appropriate to use. Making prototypes, food- decorating cakes (enterprise). <b>Early Years- Reception</b> Children have explored a variety of materials, tools and techniques experimenting with colour design, texture form and function. Represent their own thoughts</p>	<p>Plan, label, diagram, model PVA glue, glue stick, masking tape, sellotape problem solving evaluate, design, rules, safety, structure, build, create, cut, join resources, materials,</p>
<p>Music</p>	<p><b>In what ways can we use our voice?</b> Know the difference between singing, chanting, whispering, talking (how your voice and body makes different sounds). <b>What are these instruments called and how can they be played?</b> Know correct names for instruments studied. Know that different instruments are played in different ways. <b>What is a beat compared to a rhythm?</b> Know that a beat sets the pace and keep everyone playing at the same time. Use instruments and body parts to play collaboratively. <b>Experiment with, create and combine sounds using the interrelated dimensions of music, focussing on dynamics and tempo</b></p>	<p>1.1 Use voice to speak, sing and chant 1.1a Make different sounds with voice 1.2 Clap short rhythmic patterns 1.3 Play an instrument to create sounds by using it appropriately 1.4a Choose sounds to represent different things 1.6a Respond to different moods in music</p>	<p><b>Year 1 Autumn</b> Use of voice Naming and understanding different instruments Understanding a beat Building a knowledge of a range of songs</p> <p><b>Early Years- Reception</b> Followed a simple beat. Learnt how to sing together and when to stop. Silence and sound. Make music and experiment with ways of changing themselves</p>	

	<p><b>Perform, listen to and evaluate music across a range of traditions.</b> Classical pieces – carnival of the animals</p>			
<p>ICT and Computing  (including apps and digital pencil case)</p>	<p><b>Can I use a keyboard to write my name?</b> Knowledge of computer parts and functions. <b>What can I do to keep safe online?</b> Explain how and why to stay safe using the computers and what to do if a problem occurs. <b>Can I talk about what different keys do on a keyboard?</b> Space, shift, return, delete.</p>	<p><b>Use the keyboard to write my name and other words</b>  <b>Use the space bar and return keys to create spaces</b> Type in notes or word, facts about turtles. <b>Identify personal information that should be kept private online</b> Jessie and friends planning.</p>	<p><b>Year 1 Autumn</b> Simple instructions, beebots, human directions and Nina neurons. E-Safety SIDS top tips/Hector. <b>Early Years- Reception</b> EY- Operate simple equipment. Complete a simple programme. Autumn- Lee and Kims safety resources. Giving instructions and programming beebots.</p>	<p>Safety, personal information, capital, shift, return, line break, spaces, delete, save, text, picture, icon.</p>
PSHE	<p><b>What are the 5 FIDES School values and how can we show these through our new Learning Challenge?</b> F- share with family, I- insist on excellent work, D- raise money for endangered animals, E- research on iPads, follow planning tool, S- work shown at the event. <b>What can I do to stay safe inside and outside of school?</b> Safety –rules for animal man, trip to the safari park. <b>What do animals need to be safe and thrive?</b> Habitat, food, water, not hunted or hurt. <b>Who can help injured or endanged animals?</b> Charities such as the RSPCA, WWW, fire service in Australia. <b>What does bullying mean? What should you do if you are being bullied?</b> Words as well as physically being hurt. Tell a trusted adult.</p>	<p><b>I can describe what values/ behaviours a person can show</b> <b>I can identify when working together is important</b> <b>I can identify ways that I could get help if I was in need</b> <b>I can practice short times of mindfulness or ‘enjoying the moment’</b> <b>I can describe how it feels to be included</b></p>	<p><b>Year 1 Autumn</b> Class rules, emotions and feelings, staying safe.  <b>Early Years- Reception</b> Previous class rules and work on emotions and reflection.</p>	<p>Emotion vocab – see emotion coaching board. Positive behaviour rules. Common sense Safety guidance/warning Stranger, trusted, temptation, deceive Kerb, traffic, crossing, pavement, lollypop person, high visibility jacket. Thrive Charity</p>
RHE	<p><b><u>Relationships Education</u></b> <b>Caring friendships</b> I know what to do if a friendship is making me unhappy I can discuss what I might do to make up with a friend if we fall out I can describe the importance of forgiveness and moving forward in friendships, and that sometimes friendships have ups and downs.  <b>Respectful relationships</b> I can talk about behaviours that are unkind to others and the emotions that this may make them feel  I can identify when someone has a different opinion to me and recognise that this is ok</p>		<p><b>Year 1 Autumn</b> Positive family relationships Appreciation and respect that other families may look different from their own Understanding the value of kindness and what makes a good friend Online safety Body safety Mental health – what to do if worried Naming ways of being physically active School/class rules and routines</p>	<p>Friendship Respect Feelings Opinion Personal information Private Safe Bullying Healthy Diet Values</p>



	<p><b>Online relationships</b> I know to keep my personal information private from people online and in person</p> <p><b>Being safe</b> I can identify who to speak to if I feel unsafe with my body</p> <p><b>Mental wellbeing</b> <b>Mental health</b> I can identify ways that I could get help if I was in need. I know who to talk to if I am worried. I can describe the importance of expressing emotions</p> <p><b>Internet safety and harms</b> I understand what bullying looks like in real life and online</p> <p><b>Healthy eating</b> I can describe what constitutes a healthy diet</p> <p><b>Living in the wider world</b> <b>Roles and responsibilities</b> I can explain how good values and behaviours can make someone a positive person or hero</p> <p><b>Communities</b> I know how to treat people the way we expect to be treated, with respect, including those in positions of authority</p> <p><b>Discrimination and diversity</b> I can identify what makes me unique I can recognise that all people are equal, countless of gender, race and life choices</p>	<p>Our community Money recognition Similarities and differences to others</p> <p><b>Early Years- Reception</b> Labelling feelings and emotions Conflict resolution Class rules How to form good relationships Active listening – communicating effectively</p>	<p>Unique Equality</p>	
PE	<p><b>TENNIS TO MUSIC – Racket and ball skills</b> I know that it is important to watch the ball into my hand, onto a racket. I know that a ball will travel in the same direction as the racket head is facing. I know which hand I like to hold my racket in. I know what the ready position is.</p> <p><b>How is being active good for you?</b> Heart rate. Healthy. Exercise. Breathing.</p>	<p><b>Move to music by responding imaginatively</b> <b>Develop ball skills with a large ball (throwing, catching, rolling, kicking)</b></p> <p><b>Play a game following a set of rules</b> <b>Work effectively with a partner to share ideas to problems</b></p>	<p><b>Year 1 Autumn</b> Moving and travelling safely. Moving in different directions and speeds.</p> <p><b>Early Years- Reception</b> Physical development- gaining self-control over movements and co-ordination. Moving confidently in a range of spaces. Using and sharing different equipment in outdoor play to play imaginatively.</p>	<p>Moving, stop, start, stretch, fast, slow, high low, space, safely, safety.</p>