

Spring Term – Foundation Overview (5 weeks)

RED HOT



Topic Overview

During this topic, the children will be learning about art and music from different cultures, hot and cold climates and different animal groups.

Assessment Criteria (Set against NC strands)	Assessment Criteria (In context to this unit)
<p style="text-align: center;"><u>KS1 Art and Design objectives</u></p> <p>I can describe what I can see and give an opinion on an artists. I can ask questions about a piece of art. I can create a repeating pattern in print I can cut roll and coil materials I can name the primary and secondary colours</p> <p style="text-align: center;"><u>KS1 Music objectives:</u></p> <p>I can clap short rhythmic patterns. I can make different sounds with my voice and with instruments. I can repeat short rhythmic and melodic patterns.</p> <p style="text-align: center;"><u>KS1 Science objectives: (working scientifically)</u></p> <p>I can identify and classify things.</p> <p style="text-align: center;"><u>KS1 Geography:</u></p> <p>I can explain the main things in hot and cold places. I can explain the clothes that I would wear in hot and cold places.</p>	<p style="text-align: center;"><u>Art and Design context</u></p> <p style="text-align: center;"><u>KS1 Music context:</u></p> <p>Ongoing process, children will be learning songs, lyrics during their music lessons to perform in their end of term performance.</p> <p style="text-align: center;"><u>KS1 Science context: (Animals, including humans)</u></p> <p>I can sort living and non-living things. I can sort animals into categories including fish; amphibians, reptiles, birds and mammals. I can name a variety of animals including fish; amphibians, reptiles, birds and mammals. I can classify and name animals by what they eat (carnivore, herbivore and omnivore).</p> <p style="text-align: center;"><u>KS1 Geography context:</u></p>

<p><u>Relationships to the wider world</u></p> <ul style="list-style-type: none"> • Children will look at animals from other countries • Discussions about animals • Countries that are hot and cold • Similarities and differences between different places 	<p><u>Opportunities to show Super Learning powers</u> Children will show respect for different cultures. Children will be reflecting on their year 1 performance.</p>
<p><u>Vocabulary</u> (on topic front cover) <u>Tier 2 –</u> Words that they will be unfamiliar with (hypothesis) Africa, desert, bird, fish, safari, spider, <u>Tier 3 –</u> Topic related, subject specific knowledge (levers) Arthropod, amphibian, omnivore, carnivore, herbivore, reptile, climate, temperature, mammal,</p>	<p><u>Prep/homework related tasks</u></p> <ul style="list-style-type: none"> • Design and make a mask of your favourite African animal. • Write animal facts for you to read and to tell your friend about. • Create a meal for a carnivore, herbivore or omnivore. <p>Due in on Monday 30th March 2020</p>
<p><u>SMSC</u></p> <ul style="list-style-type: none"> • Respect for different cultures around the world. • Responsibility to look after animal and the planet. 	<p><u>British Values</u> Auditions for roles in the performance – democracy. Respect for their own and other cultures.</p>
<p><u>Key questions (What do we want them to know?)</u> What do carnivores, omnivores or herbivores eat? What are the key features of a bird, fish, mammal, and amphibian? Can you tell me something about a cold/ hot climate? How do you know? Can you tell me something about a cold/hot climate? If you mix these two colours together which colour would you make?</p>	<p><u>Answers:</u></p>