

Rose Wood Academy: Enquiry Driven Learning Overview

Prior Knowledge (Direct Pathway)

ELG – Explore the natural world, making pictures of animals.

ELG – Safely explore and use a variety of materials, experimenting with texture, form and function. Share their creations. Year 1 – Colour mixing.

Year 1 – past and present.

Prior Knowledge (Indirect Pathway)

Year 1 – look at the work of artists.

Year 1 – locational knowledge and map work.

Year 1 – significant individuals (Greta Thunberg)

Art – as artists, we will explore camouflage and use cubism as inspiration to create our own camouflaged animals. We will also draw inspiration from “Tiger in a Tropical Storm” by Henri Rousseau to create Savannah art using layering techniques. We will use our knowledge of mixing colours to help develop our artwork.

Geography – we will develop our knowledge of a world map and revisit the continents of the world. We will investigate Kenya and discover how it is similar and different to Middlesbrough.

DT – we will learn about food that can be found in Africa and create our own fruit salads using the design process.

Enquiry Outcomes

Exhibition of beautiful work to showcase children’s learning

Enquiry Question?

Should animals live in a zoo?

Content on direct pathway

Science – children will learn about different animals and their classifications. We will study animals that live on the African Savannah and discover whether they are carnivores, herbivores or omnivores. We will learn more about the habitats of different animals and what these animals need to survive. We will ask questions, observe closely and gather data to answer our questions.

DT – children will look carefully at zoo designs and how enclosures are made to suit the needs of different animals. We will then design our own zoo and make an enclosure using junk materials.

PHSE – we will discover what animals need to survive. We will discuss the pros and cons of zoos and make our own opinions about whether animals should live in a zoo.

History – we will learn about extinct animals and how they became extinct. We will learn more about the significant person David Attenborough and how he helps us to learn more about animals and how to protect them.

(English Content)

Children will read the book ‘One Day on Our Blue Planet: In the Savannah’, writing fact files about animals.

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<u>Year Group:</u> 1	<u>Term:</u> Summer 1
Title: Should animals live in a zoo?	Key Focus : Science
Project Enhancements: <ul style="list-style-type: none">• A visit to Flamingo Land zoo and a guided tour by the zoo keeper, watch the sea lion show and bird show, explore the animals in the zoo and their enclosures and meet some creatures.	
<u>How can you help?</u> <p>At home, please can you:</p> <ul style="list-style-type: none">• Listen to your child read a minimum of 3 times per week. Learn any spellings sent home. <p>You could also:</p> <ul style="list-style-type: none">• Create a junk model with your child of an animal or a home for an animal and bring into school for a show and tell session and to contribute towards our exhibition of beautiful work.• Take your child to Stewarts park and look at the various animals and talk to them about their names and look at their enclosures.• If you have animals at home talk to your child about their needs and how to look after them.	

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Science Planning		
Objective	Activities	Resources
Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	<p>Assessment – given a picture of the African Savannah, can children identify and name different animals?</p> <p>Classification – provide children with cards with a picture of an animal on the front and the classification inside. Children to walk around the room lifting the cards and discussing with a partner and noticing features of the animals. Picture sort using new knowledge of classification.</p>	Picture of savannah animals
Describe and compare the structure of a variety of common animals	<p>Investigate camouflage.</p> <p>Watch The mixed up chameleon by Eric Carle. Discuss what has happened to the chameleon. Children to be given a 4 different background habitats and some animals to sort into the correct habitat. Greater depth to understand why the animal is camouflaged. Camouflage art work. Provide the children with black card/paper and a range of bright colours and children to draw a chameleon onto the card and colour and then fill the rest of the paper with the same colours. Look at Cubism.</p>	
Identify and name a variety of common animals that are carnivores, herbivores and omnivores	<p>Introduce vocab. What do children know already? Sorting activity of animals and the items they eat, Provide children with 3 paper plates with a picture of meat, plants and meat and plants. Children to sort animal pictures, small world toys into what they would eat. Then turn plates over to reveal new key vocab.</p> <p>Children to then create 3 animals lift and reveal pictures to show understanding of teeth.</p> <p>POP Task: Create own version of The Tiger who came to tea. Children to choose own animal and create story of what they would actually eat in the wild i.e. not cake or Daddy's beer.</p> <p>Using observations and ideas to suggest answers to questions.</p> <p>Identifying and classifying.</p> <p>Gathering and recording data to help in answering questions</p>	
<p>Describe and compare the structure of a variety of common animals</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense</p>	<p>Sing Head, shoulders, knees and toes to identify body parts.</p> <p>Invent a monster human by cutting and collaging body parts from newspapers, leaflets and magazines. Can children label the different body parts they know?</p> <p>Play whose body part: Show images of a range of animal parts e.g ducks webbed feet or an elephant trunk. Ask children to identify and name both the part and the animal. Encourage children to ask questions e.g why do we not have webbed feet, or a trunk etc. Children to create their own imaginary mixed up animal and label its body parts.</p> <p>Ask simple questions and recognise that they can all be answered in different ways.</p> <p>Observe closely, using simple equipment.</p> <p>Identifying and classifying.</p> <p>Use their observations and ideas to suggest answers to questions</p>	

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Spiritual

We will explore our beliefs of whether animals should live in a zoo.

This will link to our prior learning of what Christians and Muslims believe about God making the world.

Social

We will listen to the view points of others and participate in discussions with a tolerance to others.

We will learn how to respect the view points of others and use these to form our own points of view.

Be kind and REAP the rewards

We will show respect to our environment and the animals that live in it.

We will learn how to show empathy to animals that live in the wild and within a zoo.

Moral

We will discuss whether animals living in a zoo is right or wrong.

We will also begin to understand the consequences of animals living in zoos.

Cultural

We will appreciate African culture through music, dance, art and food.