

Key Vocabulary

amphibian
apex predator
arachnid
camouflage
carnivore
consumer
endoskeleton
exoskeleton
food chain
fossil
herbivore
insect
mammal
omnivore
pellet
predator
prey
producer
reptile
scavenger
skeleton
species
terrestrial
venomous



Key questions for this area of learning:

How can we find out about different animals?
What makes a good predator?
What features do different animals have and why?
What are the functions of skeletons?

Key people studied:

Mary Anning,
Steve Backshall,
David Attenborough

Visits, visitors or key events:

Hawks of Steele – Birds of Prey visit school
Visitor from Brackenhurst for owl pellet exploration

Home learning ideas/ places to visit:

Research a predator

Science Key area of Learning:

Animals including humans; rocks and soils; plants

Science working scientifically skill development:

gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Key areas of English learning:

Poetry - haikus
- prepositional poetry

Deadly 60 non chronological report

Lord of the Forest – fiction

Butterfly Lion - fiction

Key areas of Maths Learning

Picture graphs and bar graphs
Fractions and Time

Science knowledge and understanding:

Animals, including humans

identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Rocks and soils

describe in simple terms how fossils are formed when things that have lived are trapped within rock

recognise that soils are made from rocks and organic matter.

Plants

identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant

investigate the way in which water is transported within plants

Geography:

Use maps, atlases, globes and digital/computer mapping to locate continents that predators come from.

Name and locate continents and oceans on a world map including locating the equator.

Use the eight points of a compass to locate a geographical feature or place on a map.

Identify the five major climate zones on Earth, including work on vegetation belts.

Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps and plans – Link to visit to Potwell Dyke Grasslands and the falcon's birds eye view when hunting.

History:

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – research impact of Mary Anning's contributions to scientific understanding

Citizenship/ PSHE:

Our impact on the wider world

Caring for animals and our shared environment

Art and Design:

To improve their mastery of art and design techniques, including drawing and painting with a range of materials.



Carousel:

The children are taught RE, Drama and music by specialist teachers every week.

The drama is linked to the topic, where possible.

Computing:

We are vloggers:

-use a search engine to learn about a new topic

-make share a short screencast presentation including images (powerpoint)

Religious Education:

Prayer (Religion, family and community)

Key question: How do religious families and communities practice their faith? An exploration of prayer in Christianity and Islam.

Pentecost - Key question: What difference does it make to Christians to believe in the Holy Spirit and what are the fruits of the spirit?

PE:

Athletics

Rounders

Design and Technology:

This is taught in other topics.