

Learning Challenge Title: What are the differences between the Rainforest and Widnes?

Curriculum focus: Geography

Summer 1 and Summer 2

NC Objectives:

Geography:

Place Knowledge

- 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

Use basic vocabulary to refer to:

key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

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

Geography Skills and fieldwork

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

PE:

master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

DT: Making a shelter:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Wow starter:

Show a video of the Amazon Rainforest

LC Questions: 1

Where is the Amazon Rainforest?

2	What is the weather like in the Rainforest?
3	How is Widnes different to the Amazon Rainforest?
4	What can you do in the Rainforest?
5	What animals live in the Rainforest?
6	Can you find and save photos of animals that live in the Rainforest?
7	Would you like to live in the Rainforest?
Writing Opportunities: writing a letter to a person living in the Amazon, writing a non-chronological report about the rainforest	

Year Group: One

Term: Summer 1

Learning Challenge Title: Why are animals different? Science

Curriculum focus: Science

NC Objectives:

Animals, including humans

- Identify and name a variety of common animals, including birds, fish, amphibians, reptiles and mammals
- Identify and name a group of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals including birds, fish, amphibians, reptiles and mammals
- Identify, name, draw and label the basic parts of the human body and say which part of the human body is associated with each sense

Working scientifically:

Ask simple questions and recognise that they can be answered in different ways

Identifying and classifying

Using observations and ideas to suggest answers to their questions

Wow starter:

Read 'Monkey Puzzle'

LC Questions: 1

Why do animals look different?

2

Why would it not be sensible for all animals to live in England?

3

Why do we call some animals 'wild'?

4

Writing Opportunities: retell the story 'Monkey Puzzle'

Sequence the story

Year Group: One

Term: Summer 2

Learning Challenge Title: Why are animals different? Science

Curriculum focus: Science

NC Objectives:

Animals, including humans

- Identify and name a variety of common animals, including birds, fish, amphibians, reptiles and mammals
- Identify and name a group of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals including birds, fish, amphibians, reptiles and mammals
- Identify, name, draw and label the basic parts of the human body and say which part of the human body is associated with each sense

Working scientifically:

Ask simple questions and recognise that they can be answered in different ways

Identifying and classifying

Using observations and ideas to suggest answers to their questions

Wow starter:

Read 'Monkey Puzzle'

LC Questions: 1

What do we mean by 'herbivore' 'carnivore' and 'omnivore?'

2

How are we humans different to most animals?

3

Can you label a human body?

4

Writing Opportunities: report about animals that live in the rainforest (linked to Geography Learning Challenge)