



# Dore Primary School

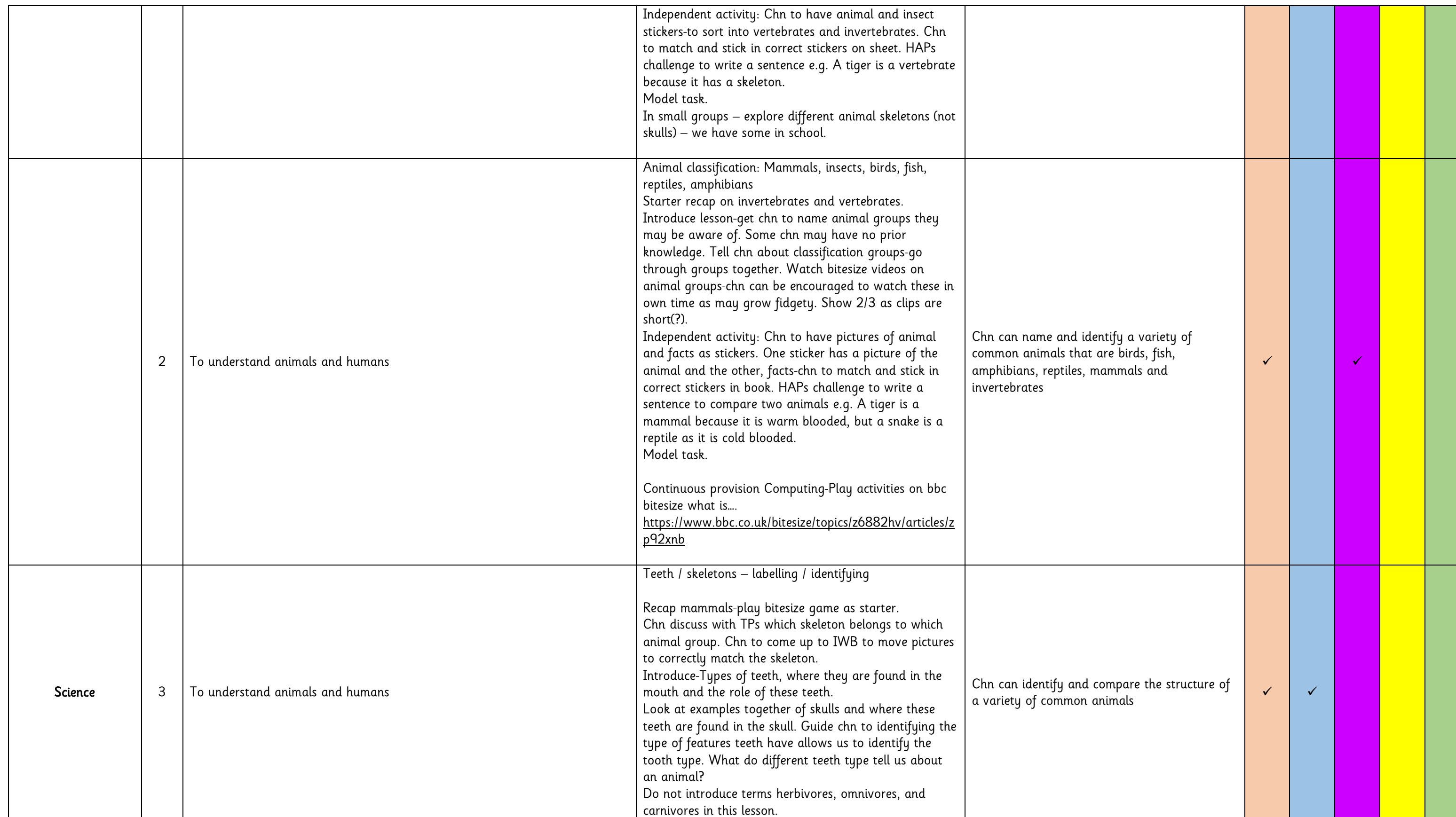
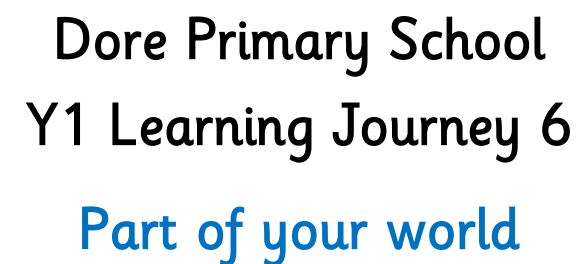
## Y1 Learning Journey 6

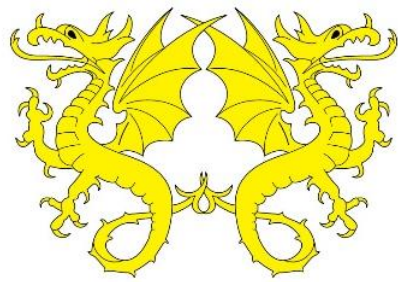
### Part of your world



<b>Purpose of Learning Journey:</b>	<p><b>Science:</b> Children will be scientists identifying and naming a variety of common animals that are carnivores, herbivores and omnivores suggesting reasons for differences finding out what damages teeth and how to look after them. They will work scientifically comparing and contrasting animals through videos and photographs. Children will be able to identify and group animals according to what they eat; and using their senses to compare different textures, sounds and smell. They will be able to interpret a variety of food chains, identifying producers, predators and pray.</p> <p><b>D &amp; T / Textiles</b> Children will design purposeful, functional and appealing products for themselves and other users based on a design criteria. They will use textiles to sew their own puppet. Children will evaluate their ideas and puppets against a design criteria.</p> <p><b>Music</b> Children will listen with concentration and understanding to a range of high-quality recorded music. They will experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
<b>Links to Prior Knowledge:</b>	LJ4: Continents and oceans, LJ5: Dinosaurs – habitats, diets, etc.
<b>Links for Relevance and Currency:</b>	David Attenborough – conservation / global warming / pollution
<b>Immersion Event / Activity:</b>	Listen to music about animals, explore lots of different animals to inspire children with different interests, animal skeletons; Butterfly House trip – classification / identification of animals; Summer walk to Ecclesall Woods
<b>Celebration of Learning:</b>	Animal puppets, Food chains
<b>English Links:</b>	The Tiger Who Came To Tea
<b>Maths Links:</b>	Venn diagrams – sorting wild animals

Subject	Lesson	Milestone (Key Knowledge or Skill)	Knowledge and Skills embedded through:	Outcomes	Links to Curriculum Drivers				
					Values	Outdoor Learning	P4C	Global/ rights	TASC
Science	1	To understand animals and humans	Animal classification: Vertebrates/invertebrates -  Starter: Cheetah and Ladybird- What differences can you spot? Guide chn to point out differences in features e.g. Cheetah has fur, ladybird has a shell. Introduce one of these has a skeleton, one does not-ask chn to guess which one does not have a shell. Do you know what these animals are called. Introduce facts about vertebrates and invertebrates, then watch bitesize videos on Vertebrates and invertebrates. Class sort of animals into these two groups using bitesize game.	Chn can name and identify vertebrates and invertebrates	✓		✓		





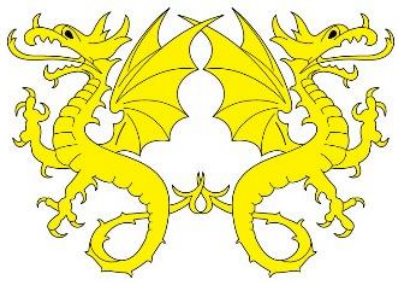
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			Again, explore skeletons in small groups. This time, focus on the skulls and teeth. Chn to label teeth-incisors, canines, and molars on an unlabelled human skull diagram. Cutting and sticking activity-chn to place labels in correct place. Model task.						
Science	4	To understand animals and humans	<p>Animal classification: Herbivores, omnivores, carnivores</p> <p>Recap skulls in starter – what do different teeth tell us about animals? Chn to be taught different diet type means an animal can be classified as a herbivore, omnivore or carnivore. What is a diet? Chn learn how and why animals are grouped based on what they eat Main input: Go through powerpoint</p> <p>Learning task: chn to sort pictures of animals into venn diagram of herbivores, carnivores, omnivores as a group on the carpet then go to tables to sort independently – writing the names and drawing a picture in the correct section</p> <p>Wishes for next steps / deepening</p>	Chn can identify and name a variety of common animals that are carnivores, omnivores and herbivores	✓				
Science	5	To understand animals and humans	<p>Food chains</p> <p>Recap yesterday's learning. What is a food chain? Look at a couple of examples from yesterday.</p> <p>Explain that food chains can also be shown in a circle. Show a couple and again discuss how energy travels. Introduce language of producer and consumer.</p> <p>Look at a few more food chain examples.</p> <p>Explain how to make paper plate food chain.</p> <ol style="list-style-type: none"> <li>1. Cut middle circle out</li> <li>2. Cut into circle in one place (to show a break – this is where decomposition would happen if HA children show interest)</li> <li>3. Stick pictures/draw animals on the circle.</li> </ol> <p>Plenary: Human food chain. Where do we get our energy from? Compare omnivores and herbivores.</p>	Children will be able to describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.					
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Music	8	To describe music	Charanga: Round and Round	Chn will identify the beat of a tune Chn will recognise the changes in timbre, dynamics and pitch	✓				✓
Music	9	To perform	Charanga: Round and Round	Chn will make and control long and short sounds using voice and instruments Chn will follow instructions on how and when to sing or play an instrument	✓				✓
DT	10	To master techniques (Textiles)	Sewing animal hand puppets Model running and over stitch – encourage chn to do one or the other. Model decorating finished puppets.	Chn will join textiles using a running stitch Chn will decorate textiles using a number of techniques (adding sequins etc)	✓				✓
DT	11	To evaluate	Chn to write a sentence to evaluate their puppets:						
DT	12		I like...	Chn to evaluate their work					
DT	13		Next time I could...						
Wellbeing		1 Os1: Screen time 2 Os2: Personal information 3 To learn: about privacy in different contexts (H16 PSHE toolkit) 4 To learn: about where money comes from and what it is used for; about how to keep money safe (L6/7 PSHE toolkit) 5 Transition activities / reflecting on the year / looking ahead							