

Year Group: 1 Term: 2

Challenge pack: Hot, Hot, Hot, Cold, Cold, Cold



Learning Challenge: How can we protect animals around the world?

Class texts

Main texts for planning: The Ugly Five, Leaf, Slowly, Slowly Sloth, Non-fiction texts about habitats/ endangered animals, visual literacy video

Additional material: fact files about different animals

Cognitive skills / Meta-learning— specific teaching examples to use in learning

CAF, OPV, PMI

Collaboration tool, Questioning, Notiving torch, planning torch

Blue, White, Yellow, Black, Green, Red hats.

Worry Woos—Twitch and Nola

Hooks or memorable experiences

**West Midlands Safari Park
Wild Zoological Park
Dudley Zoo**

Public Product—

Leaflet/presentation on how to protect animals.

Killer Questions—

Killer Question 1- What is a continent? What 4 countries make up the UK?

Killer Question 2 - What is a habitat?

Killer Question 3—How can we create our own habitat for a wild animal?

Killer Question 4—What is an endangered animal and where do they live?

Killer Question 5—How can we protect endangered animals?

Year group	1	Term	3	Challenge Pack		
SUBJECT FOCUS	FACTS (Declarative knowledge)			SKILLS (Procedural knowledge)	PRIOR LEARNING (Schemata)	SPECIFIC VOCABULARY
Geography	<p>The world has 7 continents The world has 4 oceans. The UK is made up of 4 countries. The UK is an island, surrounded by sea. The 4 different seasons. The world is round. The equator runs across the middle of the world= the hottest point. Meaning of the words—continent, country, ocean, north and south poles.</p>			<p>G1.1a Name and locate the world's seven continents and five oceans G1.1 b Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas G1.2a Identify geographical similarities and differences between two regions (e.g. a small area of the UK and a small area in a contrasting non-European country.) G1.2b 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 G1.2c Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather G1.3a Identify geographical similarities and differences between two regions (e.g. a small area of the UK and a small area in a contrasting non-European country) G1.4a Use world maps, atlases and globes to identify and the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage.</p>		<p>Natural, man-made, habitat, continent, oceans, UK, micro-habitat, extinction, protect, equator, arctic, rainforest, grasslands, deserts, countries, United Kingdom, Ireland, Wales, Scotland, world, earth, endangered, maps, domestic, wild, climate, region, Europe</p>
DT	<p>Different materials can be used to make specific outcomes. Knowing what materials can be used to achieve a certain outcome. Knowing the best materials to use and the tools needed to fix said materials together. What do you like/dislike about your outcome? How can you make it better? Meaning of the words—material, evaluate, design, investigate and plan.</p>			<p>D1.1a Use my own ideas and experiences to generate a design idea D1.1b Generate ideas for a design based on other's ideas and experiences D1.2a Describe how something works D1.2b Describe how to join certain materials being used D1.3a Choose appropriate materials and tools D1.3b Explain my choice of materials and tools D1.3c Cut out a range of materials D1.4a Describe how well my outcome meets my original idea D1.4b Answer questions about my product and how the process of making took place D1.4d Evaluate my outcome against my design identifying strengths and areas for improvement</p>		<p>Design, make, explore, skills, textures, generate, create, investigate, plan, collaborate</p>
Art	<p>Colours are made up of other colours being mixed together. There are different types of paint.</p>			<p>A1.3a Know which primary colours mix to make secondary colours A1.3b Know that there are different types of paint- watercolour, poster paint etc and to explore these in practice. A1.5b Listen to the views of others and respond to ideas to improve their work</p>		<p>Paint, colours, primary, secondary, mix, artists, skills</p>
Computing	<p>Can find and retrieve content to help them with or continue a piece Understands what they must keep private and what to do if they see something on the internet that they do not like or are unsure about</p>			<p>C1.2d Use technology purposefully to retrieve content C1.4b Keep personal information private C1.4c Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>		<p>Retrieve, private, secure, safety, password, internet, online, concerned</p>
PSHE	<p>People are allowed their own opinions. We can disagree with peoples opinions.</p>			<p>PSHE1.2a I can identify when someone has a different opinion to me PSHE1.2b I can identify when working together is important PSHE1.4b I can identify ways that I could get help if I was in need PSHE1.5c I can describe ways in which we show thanks to others and help others</p>		

<p>ICT and Computing (including apps and digital pencil case)</p>		<p>C1.1b To take photos C1.1c To record a video C1.2a Use technology purposefully to create digital content C1.2d Use technology purposefully to retrieve content</p>		<p>Powerpoints, E-books, videos, photos, internet searching.</p>
<p>SMSC</p>		<p>SMSC1.b Can explain how my actions have consequences for myself and others. SMSC1.c Can talk and write about my opinions. SMSC1.d Can listen to and show respect for the views of others. SMSC1.g Can make informed choices about my environment and the wider world. SMSC1.i Can debate and take part in discussion with others about topical issues. SMSC3.d Can empathise with other people and situations through topical issues, problems and events. SMSC3.f Can recognise and explain what is fair, unfair, right or wrong. SMSC4.d Can make choices about how money should be spent</p>		<p>Opinions, debate, fair, unfair, right, wrong, achievement of other's</p>