

Year 1 – Summer 2 – Animals Around the World

English Journey: Non-chronological report about an animal.

NC Geography

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom
- 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
- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world
- Use simple compass directions (North, South, East and West) and locational and directional language
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Is change a good thing?



How will the weather in our garden change?

I can compare localities in terms of weather.
Introduce the session as a weather forecaster. Show children a large UK map, look at the weather for the previous two days, then predict the weather for the next two days modelling a forecaster's language, e.g. Today, tomorrow, north, south, east and west, central areas. Use expressions like sunny spells, drizzle, etc. What am I pretending to be? (Weather forecaster.) Now you are going to watch a real [weather forecast](#). What expression were used to describe the weather? How was the weather information organised? Did you see any weather symbols? How did they refer to parts of the country? What are the names of the four countries in the UK? Add the countries and capital cities to the UK map. Show children the weather chart that we completed. Show children another weather chart and explain that this is from a school in Scotland. What is the same? What is different? Ask individual children to draw some weather symbols on the map. What was the weather like in England? What was the weather like in Scotland? Explain we can use these to predict the weather for next week. Invite a few children to pretend to be weather forecasters and to practise pointing to the map, using weather expressions and directional language. Children create their own weather forecast to be broadcasting in schools around England.

Which animals live in a hot climate?

I can identify hot and cold climates.

What animal is this? Do you think it lives in a hot or cold climate? Which animals live in hot climates? Which animals live in cold climates? Why do these animals survive in hot or cold climates? Sort pictures into a table with the headings: animals that live in cold climates and animals that live in hot climates.

How will we be able to monitor the climate of our garden? When is it hotter? When is it colder? What is the weather like when it is cold? What is the weather like when it is hot? Explain that we need to measure the weather and the climate to make sure we can protect the wildlife that visit our garden. Split children into groups: 1. Make wind streamers to measure the wind. 2. Make rain collectors to measure the rainfall. 3. Make sun catchers to record how shiny it is to then decide if the temperature feels cold, warm or hot. Children place these in the garden and check them every day.

I can link patterns of weather to the 4 seasons.
Dance lesson

Investigate the seasonal changes in the weather and how these affect animal behaviours during these times. Explore seasonal changes through animal adaptations. Show children video clips of different animals throughout the seasons. What do they do in Spring/Summer/Autumn/Winter? Discuss how some animals survive cold weather by hibernating or migrating and how others might grow a thick coat. Children work in groups and each group is a different animal (given by the teacher). How does your animal adapt for each season? Children act out the changes to create a short section of dance. Children perform their dances and the audience explain how the animal adapts. Will our garden have the same wildlife throughout the year?

How do animals adapt through the seasons?
belonging, diversity, pride, change

What will our garden look like throughout the 4 seasons?

I can link patterns of weather to the 4 seasons.
How do animals adapt to seasonal changes?
How do we know the season is changing?
Show children a range of pictures and they sort them into 4 groups: Spring, Summer, Autumn and Winter.
How do you know this picture was taken in Spring time?
Children predict what the school garden will look like throughout all 4 of the seasons. Children to include all wildlife.



How can we protect our garden and the wildlife during the winter?

belonging, diversity, pride, change

Is our pond environmentally friendly?

Oracy Final Outcome

Children prepare the garden for the current season.
Invite an environmental officer to come into school to look at our school garden. They must use the map children created at the beginning of the topic. Children show the officer around the garden describing the different parts, how we have improved it and how it will change over time/throughout the seasons.

Children work towards earning a school gardening award.

<https://schoolgardening.rhs.org.uk/school-gardening-awards/school-gardening-awards-level-1>

belonging, diversity, pride, change



Enrichment Week



NC Citizenship

- Recognise what they like and dislike
- Take part in discussions with one other person and the whole class;
- Take part in a simple debate about topical issues;
- Realise that people and other living things have needs, and that they have responsibilities to meet them;
- Know what improves and harms their local, natural and built environments and about some of the ways people look after them

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How will the weather forecast help us protect our garden?

belonging, diversity, pride, change

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