



How does the environment support wildlife in the local area?

Why This? Why Now?

This topic builds on the previous learning in the Foundation Stage where pupils were encouraged to investigate and explore the local area. In the Autumn term, children develop greater independence and resilience as they transition into Key Stage 1 learners.

Through this topic, pupils enjoy learning about a number of animals living in the local area. High quality books provide much of the stimulus as pupils enjoy finding out about the characteristics, behaviour, habitats and diets of owls, hedgehogs, worms and other animals. The children enjoy sketching, painting and making collages of these animals and develop their motor and knife skills by making their own edible 'Hedgehog Dip'. A visit to the Kirkleatham Owl Centre provides another exciting opportunity for the pupils to extend their learning outside the classroom and to meet owls from all over the world! After returning to school, they enjoy getting stuck in dissecting owl pellets in Science!

This area of research helps to embed the children's understanding of Spiritual, Moral, Social and Cultural education:

- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;

English -National Curriculum / Skills	OVERVIEW
<p>Plan sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives <p>Write sentences with:</p> <ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using 'and' 	<p>Recall information and retell stories and poems using the following texts:</p> <ul style="list-style-type: none"> • Owl Babies – Martin Waddell • Hunting Owls – diet, habitat and appearance • Hedgehogs – diet, habitat and appearance • Say Hi to Hedgehogs – Jane McGuinness • The Very Hungry Hedgehog – Rosie Wellesley • Here Comes a Hedgehog Poem • Worms - diet, habitat and appearance

- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Check sentences by:

- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read their writing aloud, clearly enough to be heard by their peers and the teacher

- Superworm – Julia Donaldson
- Wiggly Woo Poem
- Stick Man - Julia Donaldson
- Percy the Park Keeper- Nick Butterworth

Science – National Curriculum / Skills

OVERVIEW

Animals including humans:

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

Seasonal changes:

- observe changes across the seasons
- observe and describe weather associated with the seasons and how day length varies

Working scientifically:

- Day-time and night-time animals
- Animals that hibernate
- Carnivores, herbivores and omnivores
- Animals and their habitats
- Labelling the human body
- Senses stations
- Owl pellet dissection
- Seasonal weather changes

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

Art – National Curriculum / Skills

OVERVIEW

Drawing

- To create observational drawings of natural forms.

Painting

- To explore a variety of different painting techniques.

Mixed media

- Make a simple collage based on an experience or using their imagination.

Children create pencil sketches of hedgehogs and owls.

Children create their own owl babies using different materials and painting techniques.

Children use mixed media to create hedgehog collages.

DT – National Curriculum / Skills

OVERVIEW

Cooking and Nutrition

- Use techniques such as cutting and spreading. Prepare simple dishes safely and hygienically, without using a heat source.

Children create their own hedgehog dip using a range of fruit and vegetables.

PSHE – National Curriculum / Skills	OVERVIEW
Life cycles <ul style="list-style-type: none"> Children explore how much have they changed since they were a baby Living in our world <ul style="list-style-type: none"> What harms our local area? (litter, dog mess, speeding) 	<p>Children bring baby photos into school to compare changes over time.</p> <p>Exploring harmful effects on animals in our area and the local environment.</p>

Debate & Discussion Opportunities	Trips & Experiences	Possible Linked Texts
<p>What harms our local area?</p> <p>How can we look after our environment?</p>	<p>Kirkleatham Owl Centre</p>	<p>Owl Babies – Martin Waddell</p> <p>Say Hi to Hedgehog – Jane McGuinness</p> <p>The Very Hungry Hedgehog – Rosie Wellesley</p> <p>Here Comes a Hedgehog Poem – Brenda Williams</p> <p>Superworm – Julia Donaldson</p> <p>Stick Man – Julia Donaldson</p>

Supporting Your Child at Home

<https://www.bbc.co.uk/bitesize/topics/z6882hv>

<https://www.bbc.co.uk/bitesize/subjects/zmpfb9q>