ART

Learn about the work of Henri Rousseau through looking at his famous painting 'Tiger in a Tropical Storm'.

Use a range of art and design techniques to create our own art forms of animals in their habitats.

GEOGRAPHY

Whilst learning about different habitats, use basic geographical vocabulary to refer to key physical features, including: pond, woodland and field.



Home learning due:

Wild World

A Science-led Project about animals

OUR LEARNING

Pond dipping will start this project, exploring and sensitively catching what lurks in the school pond. Being Nature Detectives in our grounds, the children will use scientific investigations to learn about and classify British wildlife. They will learn about local and global habitats, basic survival needs of animals, life cycles and food chains. We will research animals using non-fiction texts and watching documentaries. Using our research, we will write our own presentations about wildlife in our school grounds. Using iPads, we will take photos and record short videos for our documentaries.

SCIENCE

- Identify and compare a variety of common animals including amphibians, birds, fish, mammals, reptiles and invertebrates.
- Work scientifically to explore and compare the differences between things that are living, dead or have never been alive.
- Describe and compare the structure of common animals.
- Know that animals have offspring; learning about life cycles.
- Identify different habitats and how living things live in the habitat to which they are suited.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores and learn about basic food chains.

ENGLISH

- Listen to and discuss a range of poems before writing a descriptive poem about an animal from our grounds.
- Listen to the story 'The Tortoise and the Hare' and innovate the story by choosing their own animals to race.
- Describe the life-cycle of an animal from the animal's perspective in a piece of creative writing.
- Read non-fiction texts to research different animals. Write part of a non-chronological report in the style of a script for their own documentary.

COMPUTING

- Use an excel spreadsheet to input bug hunt data.
- Take photos and videos of habitats in our grounds.
- Use iPads purposefully to film presentations by creating, organising, storing, manipulating and retrieving media.





Independence

Select, evaluate and use appropriate resources in carrying out tasks.

Make choices about their own learning, taking ownership of their learning.



Thinking



Explain and justify their ideas and opinions, using precise language and communicating effectively.

Process a variety of information using a range of organising tools.





HOME LEARNING

How can you help?



Pupil Challenge:
Can you find out about a habitat and some animals that live in it? Use books, the internet and documentaries to learn about a habitat of your choice from around the world. Be ready to show and share information about your chosen habitat.

Parent Challenge:
Can you assist your child when researching their habitat? Can you provide your child with the resources they need to show and share their habitat?

Home Challenge:
Together, create something to show and share about your habitat. You could make a small version of your habitat, create a fact-sheet or PowerPoint.

Home learning due: