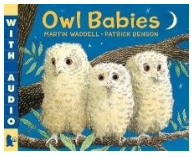
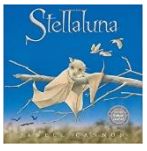
Medium Term Planning Format		
Cohort	**Year 1**	
Enquiry Question (QUESTIONING)	Do all animals need to sleep?	
Enquiry Driver	Science	
Enquiry Enhancer	Art	
Main Enquiry Theme	Animals, including humans (nocturnal animals)	
National Curriculum Objective	**<u>Science (Animals, including humans)</u>** Pupils should be taught to: • 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. **<u>Art and Design</u>** Pupils should be taught: • To use a range of materials creatively to design and make products.	
Key Knowledge and Skills (driver)	• Can they point out some of the differences between different animals? • Can they sort photographs of living and non-living things? • Can they classify common animals such as birds, fish, amphibians, reptiles, mammals and invertebrates? • Can they describe how an animal is suited to its environment? • Can they sort some animals by body covering, e.g. scales, fur and skin?	
Key Knowledge and Skills (enhancer)	• Can I use a range of tools within an IT programme to create different lines, colours and shapes? • Can I use techniques such as rolling, cutting, moulding and carving? • Can I mould materials to make a clay pot? • Can I join two clay finger pots together? (The children will make clay owls)	
Main Text	• Owl Babies by Martin Waddell • The Littlest Owl by Caroline Pitcher • Little Owl Lost by Chris Haughton • Usborne- That's Not My Owl • Sellaluna by Janell Cannon	 

<table>
<tr><td>Main Writing Genre</td><td>Narrative</td><td>Explore the text ‘Owl Babies’ – children will sequence / retell the narrative before writing their own version of the story based on a different animal.
</td></tr>
<tr><td>Enquiry Hook (Questioning) [Experiences/ experts]</td><td colspan="2">Visit from the Owl People - within the first week of the topic.
Build nests and set up a bird watching post.
Visit to Preston (Owl and Bird sanctuary @ Turbary Woods)</td></tr>
<tr><td>Subsidiary Enquiries</td><td colspan="2"><table>
<tr><td>LC1</td><td>Do all animals need sleep?</td></tr>
<tr><td>LC2</td><td>Do all animals eat the same foods?</td></tr>
<tr><td>LC3</td><td>Where would be a good home for a bird?</td></tr>
<tr><td>LC4</td><td>Do all birds have the same diet?</td></tr>
<tr><td>LC5</td><td>Are all animals good pets?</td></tr>
</table></td></tr>
<tr><td>Reflection of Learning (SHARING)</td><td colspan="2">Sharing facts about nocturnal animals and producing a fact file about a nocturnal animal such as an owl.</td></tr>
<tr><td>Potential Sticky Knowledge</td><td colspan="2">
Nocturnal animals have evolved physical traits to allow them to roam in the dark more effectively.
Owl eyes are so big that they can’t move in the socket. Their pupils are so big in order to retain more light.
Nocturnal animals have echolocation which is an adaptation to improve their sense of hearing - it allows them to hunt at night e.g. bats.
The senses of a nocturnal animal are enhanced: hearing, smell, sight.
Bats produce high-pitched sounds and these cause vibrations which bounce off objects or prey so they can identify how far away they are.
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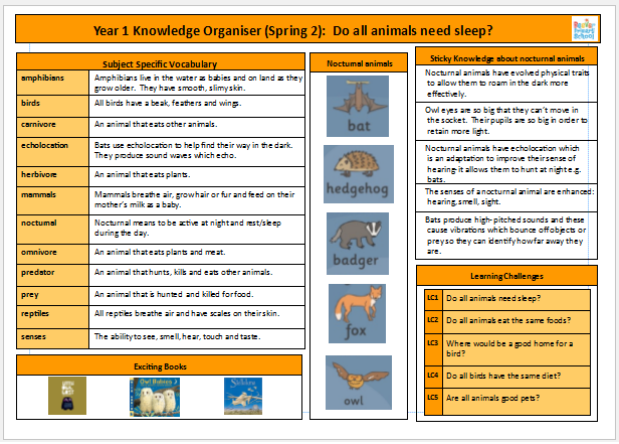
<tr><td>Knowledge Mat</td><td colspan="2"> 
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<tr><th colspan="4">Other curriculum areas which are to be taught discretely:</th></tr>
<tr><td>Religious Education</td><td colspan="3"><u>What do Muslims believe and how do they live?</u>

• Can I recognise the words of the Shahadah and understand that it is very important for Muslims?
• Can I identify some of the key Muslim beliefs expressed in the 5 Pillars of Islam?
• Can I give examples of how Muslims use the Shahadah to show what matters to them?
• Can I give examples of how Muslims put their beliefs about prayer and about Allah into action? (e.g. by daily prayer, fasting or pilgrimage)
• Can I think, talk about and ask questions about Muslim beliefs and ways of living?
• Can I discuss what they think is good for Muslims (e.g. prayer, respect, celebration and self-control) giving good reasons for my ideas?</td></tr>
<tr><td>PSHCE</td><td colspan="3"><u>Looking after me</u>

• How do I keep safe?
• What should I do in an emergency?

(see Talking Points curriculum for the full programme breakdown)</td></tr>
<tr><td>Music</td><td colspan="3">See the Charanga programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.

Unit 4 - Round and round</td></tr>
<tr><td>Physical Education</td><td colspan="3"><u>Gymnastics Activities (Balance)</u>

• Can I copy and repeat sequences and actions?
• Can I show contrasts in shape such as small/tall, straight/curved, wide/narrow?
• Can I perform basic gymnastic actions with some coordination control?
• Can I begin to describe my own and others' work?
• Can I make suggestions for improvements with help?</td></tr>
<tr><td>Computing</td><td colspan="3">See DB Primary Programming for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.

Unit 4 - E-Safety and Programming and Control</td></tr>
<tr><td rowspan="4">Additional Links</td><td>British Values</td><td>Outdoor Learning</td><td>Community</td></tr>
<tr><td></td><td>Building nests in the outdoor areas.
Bird watching to find out what birds are in our local community.</td><td>Bird watching to find out what birds are in our local community.</td></tr>
<tr><td>Citizenship (Beever Pledge)</td><td>Global Neighbours</td><td>Home Learning</td></tr>
<tr><td>Children will adventure outdoors to locate animal habitats.</td><td></td><td>Fact file about nocturnal animals.</td></tr>
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