

Central Idea

This statement ties the learning together to create connections and provide a context across pupils' knowledge.

People's choices and actions impact habitats around the world.

Words in blue do not link to the central idea.

Lines of Inquiry

These inquiries are the phases of learning that take place, supporting the children to develop their understanding of the central idea.

1. Habitats around the world (form)

2. The impact of people's choices on the environment (causation)

3. Human actions can have positive outcomes (responsibility)

Maths

Multiplication and division:

- count in 2s, 5s and 10s, recognise, add and make equal groups by sharing and grouping.

Fractions:

- recognise and find a half of a shape or quantity and recognise and find a quarter of a shape or quantity

PSPE

PSHE: Physical health and mental wellbeing

- Keeping healthy; food and exercise; hygiene routines; sun safety

PE: multi skills (cricket)

- finding and passing into a space
- develop throwing and catching skills.
- develop teamwork skills.

Computing

Digital Artefacts: Popplet

- use technology purposefully to create, organise, store, manipulate and retrieve digital content

Science

Animals including humans:

- Identify and name a variety of common animals
- Describe and compare the structure of a variety of common animals
- Classify animals by what they eat (carnivore, herbivore, omnivore)

English

Text: 'The Deep Blue Sea' and 'The Little Mermaid'

Writing Outcomes:

Non-Chronological Report
Narrative
Persuasive Poster

YEAR 1 MODULE 5

Social Studies

History: How has the local area changed over time?

Geography: Locate some continents and some of the world's oceans.
How have habitats changed in the last 50 years?

RE: What makes some places sacred?

The Arts

Art:

- Study and Appraise: Henry Bradbury
- Use natural materials to create a print on various media.

DT:

- design, create and evaluate a slider mechanism

Apps

Spelling Shed
NumBots
I-Minute Maths
Hit the Button Maths

Visit

- Visit the RSPB nature reserve and try to identify some of the birds you see
- Visit a local wildlife centre to see how different species are being protected

Websites

- BBC Bitesize: Animals including humans
- Phonics Play
- School Learning Zone: Types of animals

Get Creative

- Use natural resources to create a collage of an animal
- Observe and sketch some of the British wildlife
- Make a shoebox habitat

Local Environment

- Make your own habitat to support animals e.g. bug hotel, wormery or bird box
- Encourage others to look after the environment by recycling, picking up litter etc.

Look Out For

- Jobs that involve looking after animals and their habitats.
- Charities that help support animals and their habitats
- Programmes on TV about wildlife

IT

- Research animals that live in the different continents and oceans.
- Design a digital poster explaining to visitors what animals they might see around the school.

In the Car

- Read a book.
- Practise number bonds to 5, 10 or 20.
- Practise spelling Year 1 common exception words.

Get Outdoors

- Go for a walk and find as many different habitats as you can and the animals that live within them.
- Find ways to support your local environment e.g. walking instead of driving

YEAR 1 MODULE 5

Home Learning Opportunities