

ENTRY POINT:

EXIT POINT:

### ART

- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

### MUSIC—Exploring Instruments

- To name and recognise the 3 main instrument types (hitters, shakers, scrapers)
- To be able to carry out the 3 main actions safely (hit, shake and scrape)
- To name and recognise a range of classroom instruments by look and sound
- To play different instruments with increasing levels of control
- To explore a range of ways to play each instrument creatively
- To listen carefully and create sounds for different effects

### COMPUTING

- Model the results of actions using a computer
- Use devices to record observations

## Cycle B : Summer: Our Living World (Objectives)

### DT

- To design and make a habitat box for a nocturnal animal or mini-beast. **CCS**
- To investigate different ways to join materials in their habitat box.
- Evaluate box against design.

### SCIENCE

- YR 1 Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- 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
- identify and describe the basic structure of a variety of common flowering plants, including trees
- Describe and compare the structure of a variety of common animals
- Identify, name, draw, label the basic parts of the human body and say which part of the body is associated with each sense.
- YR2 explore and compare the differences between things that are living, dead and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including micro-habitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food
- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

#### ENTRY POINT:

- Natural Art—Andy Goldworthy

#### EXIT POINT:

Showing work to parents

#### ART

- Look at Georgia O’Keefe flowers and create own version using oil pastels.
- Leaf printing to create scenes of Dalby Forest
- Dalby Forest art work
- Nocturnal animal art—chalk barn owls

#### Computing

Monitor the amount of sound in class in a lesson/ at playtime/ use Chromebooks to create surveys

## Cycle B : Summer: Our Living World (Activities)

#### SCIENCE

- Dalby Forest or Castle Howard arboretum trip for Year 1 /2. Woodland walk to identify trees, **CCM—measure the height of the tree** , identify plants and trees, bark rubbings, leaf collection, photographs of plants,.
- Create a diagram showing the different parts of a flower and a tree.
- Experiment of how seeds grow **CCM—record results**
- **CCE—Create a seed diary explaining what happens at each stage.**
- Allotment visit to sort things that are alive, dead and have never been alive. How do we know the difference?
- **Classify pictures of birds, fish, amphibians, reptiles and mammals discuss and explain the key features of each CCSP+L**
- **CCSP+L—choose favourite animal from given selection and find out three interesting facts to present to the class.**
- Pictures of animals to sort into carnivores, herbivores and omnivores . Look at food chains of different animals. Create large collage of a life cycle in a group.
- Look at different animals and their habitats. Create a habitat box for an animal ensuring it has everything that they need.
- Look at life cycles of certain animals—**CCE—Explanation text on life cycle of an animal.**
- Relate what we know to humans and the importance of exercise and healthy eating. Create a healthy eating plate, exercise diary for home.
- Nocturnal animals—learning different characteristics about these animals and facts about their habitat and diets etc. To be able to use their knowledge of the animals to sort facts independently.

#### MUSIC

- Explore the 3 main instruments types using percussion
- Sort instruments by type
- Learn the instruments by name and correct way to play them
- Play the memory game, collecting pairs of instr
- Play recognition game
- Call & Response with instruments
- Selecting instruments for a specific effect
- Respond to symbols
- Sing some familiar songs and decide which type of instrument would be best to accompany it
- Listen to some orchestral music and begin to explore the sounds made by some orchestral instruments (eg carnival of animals)

*Sounds of Scarcroft. Create a sound journey of the sounds they hear around school and the local area. **CCC—recording sounds and poem.***

#### **CCSP+L—Poem**

Compose a piece about the weather in groups.

#### R.E.

Living in our world

People and worship

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