

Curriculum map – animals

	Focus Key Texts	Language	Writing focus	Hook & finish	Science	Geography History	Art D&T
Year 1	Pets Chick Diary Dear zoo Meerkat Mail	Fish, birds, pets, animals, fur, feathers, scales, mammals, reptile, amphibian, offspring, baby, grow, adult, day, week, size, colour, sound, egg, hatch, crack, light, heat, clean, chirp, tweet, eggshell	Chicks – diary entry	Chicks Making bird feeders (no nuts)	<u>Animals</u> Identify and name a variety of common animals Describe and compare the structure of a variety of common animals Notice that animals have offspring which grow into adults Hatching chicks Sorting animals Animal silhouettes		To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Key Skill: Develop use of 3D skills to build shapes and use of line and pattern to decorate Outcome: Carefully observe to draw and sculpt models of the chicks and other animals in clay and dough.
Year 2	Minibeasts The Very Hungry Caterpillar - Eric Carle Factual texts	Minibeast, egg, caterpillar, pupa, cocoon, chrysalis, butterfly, wings, habitat, microhabitat North, south, east, west, near, far, left, right, route, map, physical feature, hill, field, soil, vegetation, human feature, house, shop, school, key, symbol, map Colour, shape, effect, imagine, idea, style	Butterfly Diary Non chronological report	Hatching butterflies Make a bug hotel	<u>Living things</u> 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 animals in their habitats, including microhabitats 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 Hatching butterflies	Use simple compass directions and locational and directional language to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map and use and construct basic symbols in a key Use simple field work and observational skills	To learn 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. Key Skill: To develop use of observation skills, colour mixing and cutting of shapes.

					Mini beast hunting	to study the geography of their school and its grounds Study of the school grounds	Outcome: Paint in the style of Henri Matisse – the snail
Year 3	Farm What the ladybird heard? Julia Donaldson	Muscles, skeleton, nutrition, bones, body parts, function, movement, protection Human feature, physical feature, city, county, region	Narrative	Farm visit Our cow Molly Make own ice cream	Animals Identify that humans and some other animals have skeletons and muscles for support, protection and movement Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food, they get nutrition from what they eat Skeletons (Sheffield Museum loan) – Is an animal skeleton the same as a human skeleton? Farm visit	Understand geographical similarities and differences through the study of human and physical geography of a region within the UK Whirlow Farm/Sheffield	To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials Key Skill: Develop use of 3D skills to build shapes and use of line and pattern to decorate Outcome: Carefully observe and make models in clay of Farm animals
Year 4	Owls The owl who was afraid of the dark	Producers, predators, prey , beak, pellets, claws, food chain, vertebrate, fish, amphibian, reptile, birds, mammals, classify, explain Environment, mountains, rivers, land use, city, characteristics, rainforest	Animal fact file Non chronological report –	Falconry UK Make an aviary	Living things Construct and interpret a variety of food chains Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a	Understand geographical similarities and differences through the study of human and physical geography of a region within South America	To create sketch books to record their observations and use them to review and revisit ideas

		Observe, line, effect, technique, detail	comparing animals		<p>variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things Falconry UK visit Food chains Sorting and classifying</p>	<p>Use maps, atlases, globes and digital mapping to locate countries and describe features studied Rainforest - birds</p>	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Key Skill: To develop pencil/pen control, texture and shade. Outcome: Carefully observe and draw sections of birds and create detailed study of e.g. beak, talons, feathers, eyes using pencil and ink.</p>
Year 5	Under the sea Barry the fish with fingers Dougal's deep sea diary	Amphibians, reptiles, life cycle, reproduction, lava, metamorphosis, stigma, stamen, pollen, pollenate Hills, mountains, coasts, rivers		The Deep, Hull Presentation about 'ocean rescue' & single use plastics	<u>Living things</u> Describe the differences in the lifecycles of a mammal, amphibian, insect and a bird Describe the life process of reproduction in some plants and animals	Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns Compare Sheffield and Hull	<p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To learn about great artists in history. Outcome: Carefully observe and paint in the style of Claude Monet</p>
Year 6	Coastlines	Extreme environment, beaks, gills, fossil, inhabit, identical, adaptation,	Poetry- Seabird	Visit the coast	<u>Evolution</u> Recognise that living things have changed over time and that fossils	Use the eight points of a compass, four and six figure grid references ,	<p>To improve their mastery of art and design techniques,</p>

	<p>The lighthouse keeper's lunch</p> <p>habitat, characteristics, micro-organism, classify</p> <p>Reflect, travel, source, shadow</p> <p>Compass, grid reference, symbol, observe, measure, record, present, coast, cliff, rocks, erosion, sea, lighthouse</p> <p>Function, appeal, decorative, aim, material, join, stitch</p>	Narrative	<p>Julia Crossland artist visit to school</p> <p>Tourist guide to ... (apprentice style)</p>	<p>provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>Coastlines, coastal animals</p> <p><u>Light</u></p> <p>Recognise that light appears to travel in straight lines</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out light or reflect light into the eye</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> <p>Light houses</p>	<p>symbols and keys to build their knowledge of the UK</p> <p>Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristic, key topographical features and land use patterns and understand how some of these aspects have changed over time</p> <p>Use field work to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies</p> <p>Coastal area study</p>	<p>including drawing, painting and sculpture with a range of materials</p> <p>Key Skill: Develop use of 3D skills to build shapes and use of line and pattern to decorate</p> <p>Outcome: Carefully observe and make models of sea life using clay.</p>
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