



**Living Things and Their Habitats (Animals of the world)
Hartlepool and Kenya**

Pupils should be taught to:

- 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



Geography

- The Seasons
- understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and small area of contrasting non European country
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Art

- String Printing
- Art from other cultures, e.g. African Masks

To learn about the work of craft makers and designers, describing the different practices and disciplines and making links to their own work.

**TERM 3:
Home and Away**



Design Technology
I can use a range of tools and equipment and evaluate their effectiveness

- Bird feeders and bug hotels – focus on evaluating

Computing
Book Creator

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

Enrichment Activities:
Outdoor Adventure Day – linked to habitats

Music:
Experiment with, create, select and combine sounds using the interrelated dimensions of music – African drumming.



Physical Education

1. Gymnastics
2. Athletics

Pupils should be taught to:

♣ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities



**TERM 3:
Non Theme**



RE

Hinduism – How do Hindus show their beliefs?

Introducing Hindu stories (Diwali, Raksha Bandhan) worship, ceremonies of belonging, how beliefs affect people's values and actions.

Authority Expressions of Belief, Impact of Belief

What can we learn from the story of St Hild?

Introducing stories about St Hild and her influence:



Expressions of Belief,

Pupil Health and Well Being

Road Safety - rules relating to road safety including elements of The Green Cross Code



Year 1/2 Term 3 : Home and Away : Theme

Vocabulary		Knowledge		Exciting Books
indigenous		1. Know how a specific habitat provides for the basic needs of things living there		
woodland				
river	pond			
sea		2. Know that a habitat is a place that an animal lives. It provides the animal with food, water and shelter.	Objectives – Science and Art and Design	Assessment
rainforest				
desert		3. Know there are many different sorts of habitats around the world from forests to grasslands and from mountain slopes to deserts.	Science Living Things and Their Habitats (Animals of the world) Hartlepool and Kenya Pupils should be taught to:	Identify that most things live in habitats to which they are suited and describe how different habitats provide for the basic needs of animals and plants, and how they depend on each other
Species				
Habitat		4. Know that people are causing harm to many habitats.	- 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	Identify that most things live in habitats to which they are suited and describe how different habitats provide for the different needs of animals and plants.
microhabitat				
culture			Art - String Printing - Art from other cultures, e.g. African Masks	I can look at art from other cultures (masks)
ceremony		1. I can create a mask in an appropriate style reflecting Kenyan culture		
spirit				
form			To learn about the work of craft makers and designers, describing the different practices and disciplines and making links to their own work.	I can look at art from other cultures (masks)
colourful				
abstract		2. I can create designs using string to form interesting shapes.		

Year 1/2 Term 3 : Home and Away Theme

Vocabulary	Knowledge and Skills
European	1. Kenya is situated in Eastern Africa and its capital of Kenya is Nairobi.
African	2. There are two main languages spoken in Kenya: English and Swahili. However, there are many other languages spoken in different parts of Kenya.
drought	3. The largest lake in the world, Lake Victoria is partly in Kenya. It is also in Tanzania and Uganda.
Kenya	
wildlife	4. Tea and coffee are important plants grown in Kenya and they also produce many flowers.
climate	
Evaluate	5. Large animals such as lions, buffalo, leopards, elephants and rhinoceros are present in Kenya.
Improve	1. I can think carefully about my model and think of ways to improve it.
Bird seed	2. I know how to use tools safely
Protect	3. I am able to choose the most appropriate material to make my model, according to its properties
Refill	4. I can evaluate my model, I have altered my planning during construction
ingredients	5. I can explain how to use tools and equipment to carry out my improvements.
accessible	



Objectives – Geography and Design Technology

Geography

The Seasons

- understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and small area of contrasting non European country
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Design Technology

I can use a range of tools and equipment and evaluate their effectiveness

- Bird feeders and bug hotels
- focus on evaluating

Exciting Books


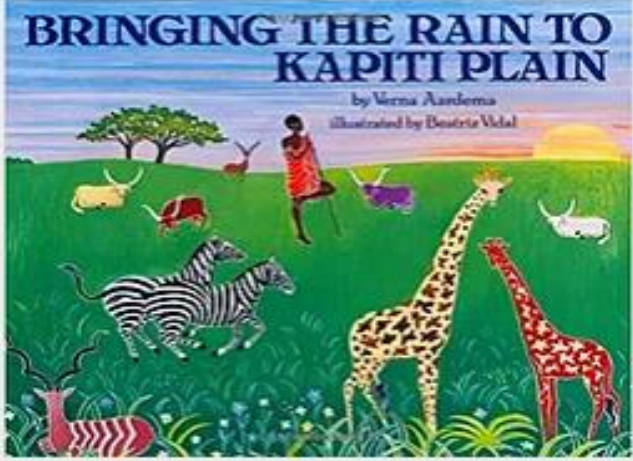


Assessment

I can compare and contrast the physical geography of Hartlepool with Kenya (non-European Country)

I can use a range of tools and equipment and can evaluate their effectiveness (bird feeders / bug hotels)

Year 1/2 Term 3 : Home and Away Theme

Vocabulary	Knowledge		Exciting Books
import	1. I know how to import text into Book Creator	Objectives –Computing and Music	
save			
retrieve	3. I know how to save my work	Computing Book Creator Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Assessment
clipart			
pulse	4. I know how to retrieve my work	Music: Experiment with, create, select and combine sounds using the interrelated dimensions of music – African drumming.	I can use technology purposefully to create, organise, store, manipulate and retrieve digital content. I can identify pulse in music - appraising
beat			
energy	1. I know how to create a pulse by drumming		
rhythm			
pattern	2. I can listen to African drumming and know how to recreate a suitable beat.		
element		long and short sounds	
call and response			

Year 1/2 Term 3: Non Theme

Vocabulary		Knowledge		Exciting Books
Festival		1. I know that some Hindu festivals and celebrations originate from stories.		 
Murti	Deva			
Symbol		2. I know how Hindus celebrate beliefs through festivals		
Ganesh				
Divali		1. I know where a safe place to cross the road is		
Rama	Sita			
Holi		2. I know that I should wait until it is safe to cross a road		
Subway				
Footbridge				
Zebra crossing				
Traffic island				
Traffic		3. I can name different road crossings		
Road safety				
stop	look	4. I know that there are rules relating to road safety including elements of The Green Cross Code		
listen				
			Objectives – Religious Education and Pupil Health and Well Being	
			RE Hinduism – How do Hindus show their beliefs? Introducing Hindu stories (Divali, Raksha Bandhan) worship, ceremonies of belonging, how beliefs affect people’s values and actions. Authority, Expressions of Belief, Impact of Belief What can we learn from the story of St Hild? Introducing stories about St Hild and her influence: Expressions of Belief Pupil Health and Well Being Being Safe	Assessment I can retell religious stories (Hindu stories) and know how Hindu’s show their beliefs I know that there are rules relating to road safety including elements of The Green Cross Code