TITLE: Animal Magic!

RATIONALE:
A shoe box arrives with some photos and artefacts inside; who does it belong to, what could it be to do with? Through their detective work children will realise that the box links to a book and then they will begin to gather information so they will become experts on a particular woodland animal, learning about animal characteristics, habitats and diets along with general care information. They will learn how to classify animals and objects into living, non-living and never living things. Children's home learning will involve them in designing and making a 'shoe box' animal habitat for their chosen animal. Children will also collaborate in small groups to summarise their expertise in the making of 'top trump' cards where presentation and content will be of the highest importance , , ,

HOOK: A box arrives . . .

English:
Animal Reports:
- Graphical organisers: spider diagrams, zones of relevance etc.
- Note writing
- Non-chronological writing – to include habitat, diet and appearance of a chosen animal.
- Verbs and tense (present tense for reports)
- Using non-fiction books to research a chosen animal
- Bullet points for note taking

Character descriptions:
- One Snowy Night
- Fantastic Mr Fox

Science: Y1:
- Identify and name, describe and compare common animals including: fish, amphibians, reptiles, birds and mammals.
- Be able to identify carnivores, herbivores and omnivores.
- Identify, name, draw and label basic body parts of animals.

Y2:
- Explore and compare things that are living, dead and those that have never been alive.
- Animal habitats.

Maths:
- interpret and construct simple pictograms, tally charts and block diagrams (about pet characteristics).
- ask and answer simple questions; (what is the most popular pet in Beech Class?), sort the categories by quantity.
- ask and answer questions about totalling and comparing categorical data;

Interdependence:
Collaborating in groups to make top trump cards.
Thinking:
Graphical organisers

ICT:
Create a template document with a heading and subheadings and photo of their favourite woodland animal. Research woodland animals using pre-selected websites. Use branching database and a graph to collate information.

Music:
'The animals went in 2 by 2'; I went to the animal fair + monkey ostinato; 'Five little star fish'; Living under the sea
Introduce idea of timbre – 'my sound' and texture – many 'my sounds' = layers.
Listen to classical pieces which use different timbre/texture to portray animals: Carnival of the animals .

6   WEEKS

Role Play Area:
Animal Rangers' Headquarters (with clip boards, binoculars, back packs, magnifying glasses, torches, animal tracks, info posters and identification charts).

OUTCOME:
An exhibition of marvellous animals to include animal rhymes, top trumps cards, and home learning shoe-box habitats.

HOME LEARNING:
Bring in a photo/research a marsupial/amphibian's young - become an expert.
To make a shoe-box habitat for your chosen animal; describe how you've made it in paragraphs.
Top trump card about a pet.