## Reception and Year One: Hedgehogs

## Summer 1: Where can we take Softy for an exciting day out?

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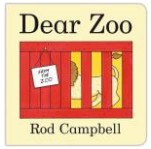
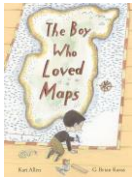
| **Prior Knowledge/Skills:**<br>Children have explored a range of different animals that can be kept as pets and learnt about some animals that can be found in our local area, e.g. on farms and at Beer Mill. They have learnt how these animals can be looked after and cared for.<br><br>Children have looked at a range of maps and identified continents, countries and key landmarks. | **New Knowledge/Skills:**<br>Children will learn about different categories of animals such as reptiles, mammals, amphibians, birds and fish. They will learn to sort and group these animals according to their features.<br><br>Children will draw their own imaginary maps. |
| **Key Texts:**<br>  <br>  <br>  <br>  | **Key Vocabulary:**<br>Enclosure, animal, group, sort, category, features, mammals, birds, reptiles, fish, gills, fin, scales, amphibians, carnivores, herbivores, omnivores, diet, webbed feet, physical, human. |
| **Wow Beginning:**<br>Children receive a letter from Mr. Benn inviting them to design a zoo for the local area along with an egg to look after. | **Celebration:**<br>A trip to the zoo or a visit from Really Wild Learning. |
| **Elicitation Task:**<br>Design a zoo. Where would you put all of the different animals and why? | **Final Assessment:**<br>Repeat the elicitation task. Can children categorise the animals? Build zoos from cardboard boxes. |

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**The Learning Journey**

***SOCIETY: HOW WE ORGANISE OURSELVES***

**Where can we take Softy for an exciting day out?**

| **Question** - the **knowledge and understanding** you want the children to acquire. | **Subject area** - which subject/s will best answer this question? | **Learning Intention** (Refer to subject specific skills progressions for annual coverage). | **Lesson Content** - what the children do during the lessons to develop the skill – what is produced at the end? | **Assessment** – how will assessment of the lesson take place? What next steps have been identified? |
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| **Who was George Mottershead?** | **History**<br>**Science** | I understand why George Mottershead is a significant person in history. | Children receive a letter from Mr. Benn, asking them to design a zoo for the local area. Show some pictures of old zoos with animals in cages and Chester Zoos where they are in open enclosures. Explain it was George Mottershead's dream to build a zoo where animals would have more freedom. Share a photograph of him and some information about his life story. Plot the events on a timeline. | Write a letter from a zoo animal thanking George Mottershead for his achievements. |
| **What is a map?**<br><br>**How do I make an imaginary map?**<br><br>**SEE CUSP** | **Geography** | I know that a map is a picture that tells a story or shows a place.<br><br>I know that maps tell us what a place is like and how space is used. | Show the 2 different types of maps from CUSP. What information do they give us/not give us?<br><br>Read The Boy who Loved Maps and brainstorm the places you might have on your map of a zoo. What order would you do things in? E.g. draw pictures, label etc. | Children draw maps of their imaginary zoo. Revisit at the end of the unit to make improvements. |
| **What is a mammal?** | **Science**<br>**DT** | I know that a mammal is an animal that has hair or fur on its body. | Have an egg arrive in the post from Mr. Benn, explaining that we can hatch it and look after the animal for our zoo. What could it be? Children sort pictures of animals into those that are hatched from an egg and mammals. Explain that mammals have hair or fur on their bodies. Children use junk modelling to make a warm home for the egg so that we can keep it safe. | Children draw their predictions of what could be in the egg and write a factual sentence about it. |

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| **What is a bird?** | **Science** | I know that a bird has feathers, wings and a beak.<br><br>I can identify different birds.<br><br>I know that some birds can fly and some cannot. | Explain that we are going to learn about lots of different animals over the next few weeks so that we can improve our zoo designs.<br><br>Show a selection of birds, e.g. penguin, ostrich, robin. Sort them into categories, e.g. can fly and can't play/can swim and can't swim.<br><br>Groups go bird watching. Will we see penguins or an ostrich? Why not? | Children draw a bird and label its features. |
| **What is a fish?** | **Science**<br>**Art** | I know that fish live in water, have fins to help them swim and most have scales on their bodies.<br><br>I know that most fish breathe with gills. | Give children images of different animals and ask them to sort them into the correct groups (fish, birds and mammals). What features does each animal group have?<br><br>Children create a paper plate fish. | Label the different features of a fish and add captions to explain what each part does. |
| **What is an amphibian?** | **Science** | I know that an amphibian is an animal that lives both on land and in water. | Show children photographs of a selection of amphibians and explain they can live on land and in water. Explain they have webbed feet to help with swimming.<br><br>Go pond dipping at Beer Mill. What amphibians can we find? | Create an identification leaflet for amphibians. |
| **What is a reptile?** | **Science**<br>**DT** | I know that a reptile is an animal that has dry scales on its body. | Show children photographs of a selection of reptiles and explain that they have scales on their bodies. Go on a virtual zoo visit and watch a live recording of reptiles in their enclosures.<br><br>Make sock reptiles. | Make a recording of their sock reptile, including some facts about it. |
| **How can I sort and group animals?** | **Science** | I can identify and group animals into categories based on their features. | Place labels of each animal group around the room. Name or describe an animal and ask children to move to the label that the animal belongs to.<br><br>Pick a card with an animal on it but keep it to yourself. Children must guess the animal on the card by asking yes/no questions about its features. | Sorting animal worksheet. |

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| **What is a carnivore and a herbivore?** | **Science** | I know that in the wild, carnivores hunt and kill other animals for food.<br><br>I know that herbivores are animals that eat plants and they have flat teeth.<br><br>I know about specific characteristics commonly associated with carnivores including speed, strength and sharp teeth and claws. | Explain that some animals have done their 'business' all over the field (brown playdough). Collect it up and tell the children they are going to find out which animals did it by dissecting the poo. Are they herbivores or carnivores and how do you know?<br><br>Group images or small figures of animals based on whether they are herbivores or carnivores. | Sorting animal worksheet. |
| **What is an omnivore?** | **Science** | I know that an omnivore is an animal that eats both animals and plants.<br><br>I know that omnivores range in size from tiny insects such as ants, to larger animals like bears.<br><br>I know omnivores have sharp teeth for eating other animals and flat teeth for chewing plants. | What if an animal eats meat and plants? Explain that they are called omnivores and that they have both sharp teeth and flat teeth.<br><br>Create a large sorting station on the carpet. Use three hula hoops and create a label for carnivores, herbivores and omnivores. Provide each child with an image of an animal. Children should sort the animals based on their diet. | Quick quiz. What animal am I? Give clues based on features and diet. |
| **How can I produce a drawing that shows observational skill?** | **Art** | I can use different line types and mark-making techniques to draw zoo animals. | Follow the lesson in the 'Drawing: Make Your Mark' unit.<br>Use final drawings as a logo for their zoos. | Base final outcome on Albrecht Durer's Rhinoceros. |