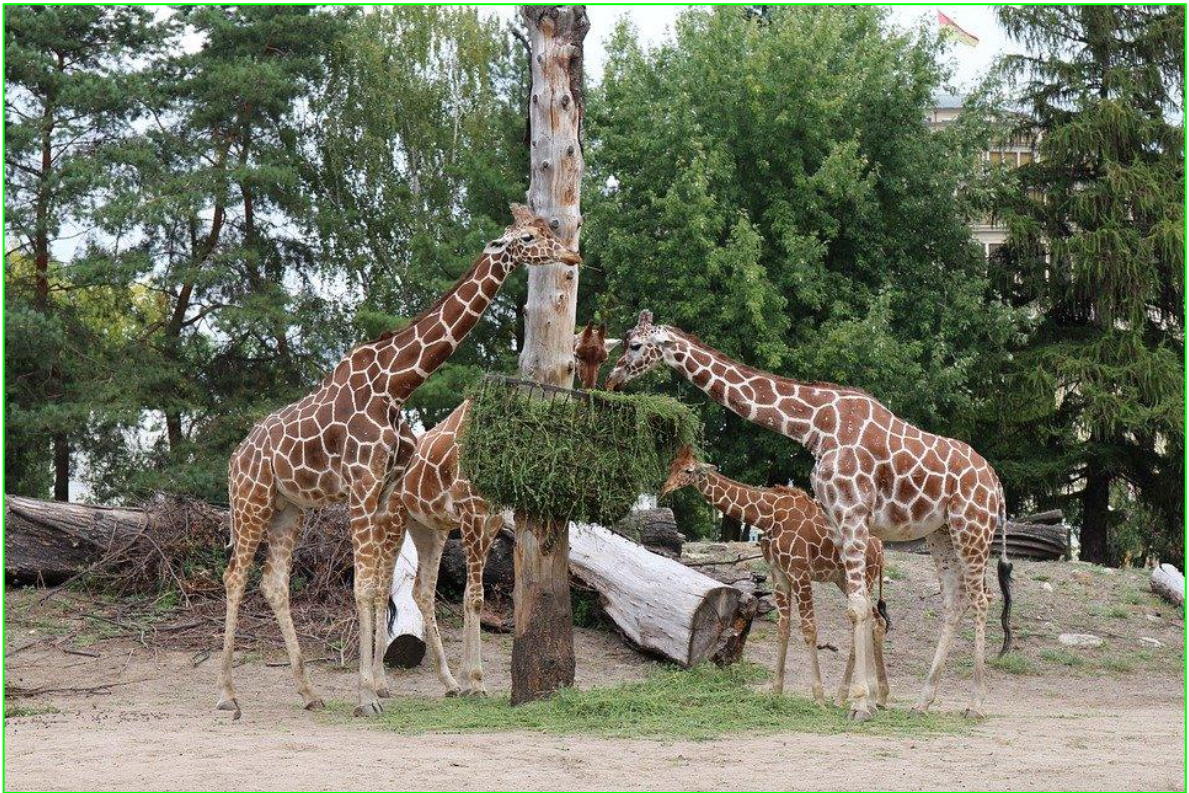


*KS1
Summer 2 - A
The Zoo*



*Curriculum Driver:
Science and Art*

Create Explore Discover

KS1

Summer 2 - At The Zoo

Key Curriculum Driver: science



Other Curriculum Areas Art

***Rationale:** At the Zoo will allow the children to develop skills through science and art. They will be able to identify common birds and animals, describe their habitats and compare different habitats. They will also be able to describe where animals get their foods and categorize them according to herbivore, carnivore, or omnivore. They will also be able to explain what food chains are. The Children will also be able to understand about colours, textures and different media used in art to present their finding.*

By the end of this topic, most children will:

- *Name common animals and discuss their habitats.*
- *Categorise animals,(birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).according to their preference of food types.*
- *Be able to identify simple food chains and where their food sources come from.*
- *Name primary colours and know what colours can be mixed to make secondary colours.*
- *Sketch using pencils, coloured pencils to create different effects and tones.*

• *Children's knowledge will be shown by:*

Extended Writing:

- *Creating fact files about different animals in a zoo.*
- *Make a list of 'for' and 'against' arguments about keeping animals in zoos. Could you have a class debate to discuss the issue?*
- *Write a paragraph from the point of view of an animal who is kept in a zoo. How do they feel? Could you write a story about a world in which animals keep humans in zoos?*

Purposeful Outcome:

Learn about animals from around the words, their habitats and food source. Be able to discuss food chains.

Create Explore Discover

Year 2 Summer 2 - At the Zoo



<i>Subject</i>	<i>Objective</i>
<i>Science</i>	<ul style="list-style-type: none">• <i>Ask simple questions.</i>• <i>Observe closely, using simple equipment.</i>• <i>Perform simple tests.</i>• <i>Identify and classify.</i>• <i>Use observations and ideas to suggest answers to questions.</i>• <i>Gather and record data to help in answering questions.</i>• <i>Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.</i>• <i>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</i> <p><i>Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>Respond to ideas and starting points.</i></p> <ul style="list-style-type: none">• <i>Explore ideas and collect visual information.</i>• <i>Explore different methods and materials as ideas develop.</i> <p><i>Use thick and thin brushes.</i></p> <p><i>Mix primary colours to make secondary.</i></p> <ul style="list-style-type: none">• <i>Add white to colours to make tints and black to colours to make tones</i> <p><i>Create colour wheels.</i></p> <p><i>Draw lines of different sizes and thickness.</i></p> <ul style="list-style-type: none">• <i>Colour (own work) neatly following the lines.</i>• <i>Show pattern and texture by adding dots and lines.</i>• <i>Show different tones by using coloured pencils.</i>

Topic Overview

Topic Hook

Virtual tours to
Chester/Edinburgh
Zoo.
Now Press Play

At the Zoo

Curriculum Driver

Topic Outcome

Learn about animals
from around the world,
their habitats and food
source. Be able to discuss
food chains.

At the Allotment Coverage (Main Focus)

Week One - This week we will focus on animals and their needs to survive. We will learn about their diets and how food chains enable all animals to eat.

Week Two - Our famous artist is David Shepherd. We will be using his work to learn about shading and colour mixing. We will learn key information about his life and the work he undertook for conservation.

Week Three - this week will learn about categorisation of animals and the key groups.

Week Four - habitats. We will use our prior knowledge of the continents and oceans to learn about animal habitats and microhabitats.

Weeks Five -Seven We will spend the rest of our topic learning about extinction, conservation and the place zoos have in our world. We will research facts and opinions about the use of zoos and form our own class debate before deciding on our own opinion. We will use timelines to learn key facts about their development.

Free Writing Stimulus

*Are zoos good for
animals?*

Extended Writing Genres and Activities

*Fact files of different
animals.*

*Comparisons between
different animals.*

Zoo pamphlets

Trips and Experiences

Other subject Coverage

List activities

Computing - branching diagrams, research into zoos

Geography - animals from around the world.

Art - sketching and colour mixing.

History - timelines of zoos.

Linked Texts

