



Walk on the Wild Side



Rationale/Intent

Following a delivery of riddles about a collection of animals, the children need to use their thinking skills to identify each animal. As they became familiar with the animals, the children are challenged to categorise them based on their needs and characteristics. After learning more about domestic animals, they realise there are more exciting animals in the wider world and embark on an adventure to Marwell Zoo to find out more about wild animals and their habitats. As Scientists, the Year 2 children will work in groups to become zoologists and Animal specialists to present their findings to their friends in other classes, through creating their very own animal fact files. The children will become artists when they create their very own artwork using pointillism and printing.

As part of our ASCENT values, the children will be demonstrating the values of nurture and community, which will be shown through the project outcomes. As part of our British Values, they will show an understanding of rule of law and democracy. This will be through learning about different animals and how we can create laws to protect animals and their habitats and voting for what they think is the best animal.

Hook

The children have received a selection of riddles and puzzles to try and investigate which animal it could be.

Objective: To create a scientific fact file on animals, their needs and their habitats

Outcome

A fact file about animals, where the Year 2 children can exhibit their knowledge of their animal, its habitat and needs. A question and answer session from their friends in other classes will further demonstrate their expertise in their chosen area.

Main writing tasks

Link text - Owl who was afraid of the dark/meerkat mail

Instructions for looking after a pet demonstrating their knowledge of the structure of a command and understanding of living and non-living.

Create a detailed fact file on their chosen animal to present at the Zoo presentation, using precise scientific language, commas and sentences using conjunctions, to present at the wild animal presentation.

Write a riddle about a chosen animal from the trip using appropriate descriptive and scientific vocabulary describing an animal of their choice (and its habitat) for the teacher to guess.

Write a postcard (based on 'Meerkat Mail') showing understanding of habitat and animal.

Other writing tasks

Carry out research, reading a range of information texts to broaden your knowledge about the animals in The New Forest in order to make an informed decision about which animal they would like to find out more about and become an expert on.

Writing skills to cover

Present tense

Statements, using determiners, generalisers (most, some, many), specific nouns

Questions, prepositional phrases

Past tense, conjunctions

Spelling, Punctuation and Grammar

Tion

Contractions

Apostrophes to mark possession

Common exception words KS1

Statements, using determiners, generalisers (most, some, many), specific nouns

Talk 4 Writing strategies

Boxing up

Science

NC explore and compare the differences between things that are living, dead, and things that have never been alive

Walk around the school grounds using a Venn diagram to record living and non-living things. Determine the difference between living and non-living things in order to know what animals need to survive.

Observe a variety of the teachers' domestic animals. Look at their characteristics in order to classify them into several categories, recognising their similarities and differences. Classification to consider: fish, amphibians, reptiles, birds and mammals/ herbivores, omnivores and carnivores.

Observe a variety of wild animals in The New Forest. Look at their characteristics in order to classify them into several categories, recognising their similarities and differences.

Classification animals as: fish, amphibians, reptiles, birds and mammals/ herbivores, omnivores and carnivores.

NC 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

Through the use of maps and globes, children place animals in their habitat in order to recognise that animals live in habitats to which they are best suited.

NC identify and name a variety of animals in their habitats, including microhabitats

Children to use their knowledge to look at a specific habitat.

Identify the animals that live there and the possible food chains, demonstrating their

ART

Pupils should be taught:

NC 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.

Look at pointillism and what countries use it in their artwork. - New Zealand

NC to use a range of materials creatively to design and make products

Look at pointillism and what countries use it in their artwork. - New Zealand

NC to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Look at animal prints and design their own print

NC to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Make own printing pattern with pointillism as background

understanding of food sources for wild animals and the different needs of each.

Discrete teaching Geography; Animals and their Habitats

Name and locate the world seven continents and five oceans.

Use world maps, atlases and globes to identify countries, continents and oceans.

Understand and use weather symbols

Cultural capital; Art Research and make a habitat for an an animal .

ICT

Children create a front cover for their fact file using Purple Mash. Chn to learn how to open documents, save and print files

Home Learning

Create a shoe box habitat for a chosen animal, including a presentation of the research they have carried out.

Visits and visitors

Marwell Zoo