




 <p>Humanities</p> <ul style="list-style-type: none"> - Exploring animals around the world e.g. those that live in hot/ cold places - Look at weather in the different regions of the world - Exploring the map of the world - water/ land - Introducing the names of the 7 continents - Look at endangered animals and find ways that we can look after the planet to protect the animals - Introduce recycling initiatives 	 <p>Science & Technology - Habitat/Lifecycles (Reproduction) DCF Focus: I can explore and use animation and video.</p> <p>Term 1</p> <ul style="list-style-type: none"> - Explore the lifecycle of a butterfly - Sequence the stages of development: egg, chrysalis, butterfly - Observe and record the changes from caterpillar to butterfly - Explore what butterflies need <p>Term 2</p> <ul style="list-style-type: none"> - Habits and adaptation of animals - Explore hot and cold environments? - Explore which animals live in hot/cold environments? - Investigate which features the animals have to help them to live in that environment? 	<p>Primary Dosbarth</p> <p>Coch/Oren/Gwyrdd/Melyn</p> <p>Shared Topic Web</p> <p>Animals</p> <p>Authentic context for learning experience: Creating Bug Hotels & Summer Carnival King's Coronation</p>
 <p>Health & Wellbeing - Families</p> <ul style="list-style-type: none"> - What is a family? - Who is in a family? <p>Explore the different relationships within a family e.g. babies, children, teenagers, adults and elderly Learn the titles of family members Create family trees Create pictorial growth charts</p> <p>PE: Athletics - Focus on developing throwing, jumping and running skills (linked to animal movements)</p>	 <p>Mathematical Development Understanding Number How many?</p> <p>Recognise and write numbers in a range of media. Describe quantities; make estimates and comparisons Experience the counting sequence of numbers in different ways Count sets reliably, use one-to-one correspondence</p> <p>Numbers & Sets Form a quantity in different ways Communicate how sets change when objects are added to and taken away Begin to demonstrate, using objects, an understanding of the concepts of 'equal' and 'not equal'</p>	<p>Shapes, Patterns & Sorting: Explore, compare and use the general language of shapes through investigative play Begin to recognise, copy, extend and generalise patterns and sequences Group sets into categories and begin to communicate rules</p> <p>Position: Explore movements and directions; begin to use mathematical language to describe position</p> <p>LNF Termly Focus: I am beginning to apply relevant facts and techniques. I can sort and match sets of objects or pictures by recognising similarities and can communicate my choices.</p>
 <p>Expressive Arts & Design</p> <p>Exploring patterns Observing and replicating animal patterns and discover how these are used to camouflage</p> <ul style="list-style-type: none"> - Research African and Aboriginal art and create art inspired by the techniques used. - Make costumes e.g. capes, masks and jewellery inspired by patterns explored - celebrate children's creations at a YPB Summer Carnival/ Parade - Explore different cultures around the world; looking at their art, dance, festivals, religious beliefs (linked with carnivals/ festivals) Cf. Humanities <p>Music: Carnival of the Animals</p>	 <p>Languages, Literacy & Communication</p> <p>Non Fiction:</p> <ul style="list-style-type: none"> - Chronological reports - Log books - Lists - Reading instructions - Recounts - Fact Finding - writing/ contacting others e.g. Chester Zoo visit <p>LNF Termly focus: I can develop my vocabulary through reading, and use these new words in a variety of situations.</p>	<p>Fiction: Read a range of Rhyming Stories e.g. <i>Rumble in the Jungle, Monkey Puzzle, Just so stories</i></p> <ul style="list-style-type: none"> - Explore the structure of the story including rhythm in the text - <p>Reading Comprehension</p> <ul style="list-style-type: none"> - Exploring the meaning of words - Inference - Making a response to books

