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| updated logo Rabbits - Medium Term Planning - Science / History Summer 2024 |
| Topic: Off on an adventureScience link – identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammalsHistory link – find out about holidays in the ‘olden days’ and how they are different to now. Key signing / vocab: Desert, Jungle, Arctic, animals, plants | In this topic the children will explore the natural world around them by having themed afternoon ‘adventures’ including arctic, jungle, seaside, under water, desert and forest environments. The children will have the opportunity to enrich their learning of these environments by going on educational trips where they can see the animals and habitats in real life. They will also explore taking pictures on the iPad of the animals during these trips. Summer 1 will focus on; arctic, jungle and desert environments.Summer 2 will focus on; underwater, seaside and forest adventures. We will also be looking at the story ‘We’re Going On a Bear Hunt’ as part of this topic.  |

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| **Session 1**  | **Session 2** | **Session 3**  | **Session 4**  | **Session 5**  | **Session 6:** |
| **Desert Environment:**Introduction to session through the Desert Song:<https://www.youtube.com/watch?v=dAh7VDrPZkw> Explore the desert through a desert-based tuff tray; sand, animals, plants, symbols. Children to use magnifying glasses to hunt for creatures within the sand such as scorpions. Can the children match the animals/plants to the symbols to see what it is? | **Desert Environment:**Introduction to session through the Desert Song:<https://www.youtube.com/watch?v=dAh7VDrPZkw>Children to have access to the same desert-based tuff tray as the week before.Children to create a desert picture using sand, mark making with the camel and creating a cactus. Symbols can be added around the outside to say what animals/plants are found in the desert.  | **Jungle Environment:**Introduction to session through the Jungle Song:<https://www.youtube.com/watch?v=gXAk7NFalb4>Explore the jungle through a jungle-based tuff tray; leaves, plants, animals, bamboo, water. Children to use magnifying glasses to hunt for creatures within the jungle floor such as spiders/ants/frogs etc.Can the children match the animals/plants to the symbols to see what it is? | **Jungle Environment:****Visit: Trentham Monkey Forest**Introduction to session through the Jungle Song:<https://www.youtube.com/watch?v=gXAk7NFalb4>Children to have access to the same jungle-based tuff tray as the week before.Children to create a jungle picture using leaf rubbings, mark making with animals, creating trees. Symbols can be added around the outside to say what animals/plants are found in the jungle.  | **Arctic Environment:**Introduction to session through the Arctic Song:<https://www.youtube.com/watch?v=bsrQGZQmFTs>Explore the arctic through an arctic-based tuff tray. Children to have aces to frozen artic animals. Can they release the animals by breaking the ice/melting the ice?Can the children match the animals/plants (if any) to the symbols to see what it is? | **Arctic Environment:****Visit: Peak Wildlife Park**Introduction to session through the Arctic Song:<https://www.youtube.com/watch?v=bsrQGZQmFTs>Children to have access to the same arctic-based tuff tray as the week before.Children to create an arctic picture using cotton wool for snow and animal print mark making.Symbols can be added around the outside to say what animals/plants are found in the arctic. |

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills)  |
| * Explore the natural world around them, making observations and drawing pictures of animals and plants.
* Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
* Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
* Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
* Understand the past through settings, characters and events encountered in books read in class and storytelling.
 | * Explore and respond to different natural phenomena in their setting and on trips.
* Plant seeds and care for growing plants.
* Understand the key features of the life cycle of a plant and an animal.
* Begin to understand the need to respect and care for the natural environment and all living things.
* Understand the effect of changing seasons on the natural world around them
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**Progression of Learning**

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| ‘Link It’  | ‘Learn It’ | ‘Check It’  | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils  | Activities provided during lesson  | Independent activities linked to lesson  | How will the pupils share knowledge during or end of lesson | Retrieve or generalization of learning after lesson  |