



# Through the Keyhole

## Synopsis:

Children look 'through the keyhole' into the habitats of various animals eg polar bear (Arctic tundra), camel (desert), owl (woodland) and tree frog (tropical rainforest). They identify how each creature is suited to its environment. They also explore 'micro- habitats' and explain what lives there and why.

They will be able to talk about how a zoo has developed over time and why zoos exist.

Children will identify continents and oceans and be able to talk about which continent some animals originate from and they will also be able to compare a UK and non-European area.

Religious Education - Explore stories from religious traditions and find out about attitudes to the natural world (1.6c).

Children will look at how this links to conservation and sustainability in their lives and the world around them.

Personal development - Children will learn about conservation and sustainability linked to the survival of animal species.

## Key Vocabulary

Science: condition, habitat, tropical, arctic, desert, micro-habitat, woodland, rainforest, food chain, inhabit, adaption, adapt, hydration, environment, woodland, food source.

History: chronology, century, oldest, newest, modern, old-fashioned, date, era.

Geography: vegetation, forest, temperature, aerial, mountains, rural, urban.

Art: dots, lines, sketch, pattern.

D&T: appealing, represent, stabilise, communicate.

Computing: instruction, screen, select, locate, input, program.

## History

### Learning Sequence:

Children will learn about the history of Chester or Dudley Zoo looking at how these have developed over time to be how they are today.

### Historical Concepts

Know about local historical events, people and places

### Stories & Sources

Use range of artefacts, pictures, stories and online sources to answer historical questions

### Historical Questions

Ask wide range of questions about the past using parts of stories and sources

### Historical Vocabulary

Use a wider range of historical vocabulary eg recently, decade, century, source, pioneer

## Geography

### Learning Sequence:

Children will name and label the continents and oceans of the world. They will then look at different animals and which continents they come from. They will add the animals to the map.

Children will compare and contrast the physical and human geography of an area of the UK and a non-european area linked to the habitats of the focus animals.

### Locational Knowledge

Name and locate the 7 continents and 5 oceans

Human & Physical Geography	Locate and name hot and cold areas in world in relation to Equator and the North / South Poles
Skills & Fieldwork	Use aerial photos and plans to identify features, human and physical
Place Knowledge	Identify similarities/differences in physical/human geography between area of UK and non-European area
<b>D&amp;T</b>	
Learning Sequence: Children will design and make a shoebox habitat. This will be either an arctic, rainforest, woodland or desert habitat. Children will use a variety of materials and stabilise small structures. They will evaluate their designs.	
Design	Design products for others and themselves that are purposeful, functional and appealing  Generate, develop, model and communicate ideas through talking, drawing, templates and ICT
Evaluate	Evaluate own ideas and designs against given design criteria
Technical Knowledge	Build structures, exploring ways to stiffen, stabilise and strengthen
Make	Select from and use a wide range of materials and components (according to their characteristics) eg construction, textiles and ingredients  Select from and use a wide range of tools and equipment to perform practical tasks eg cut, shape, join and finish
<b>Art</b>	
Learning Sequence: Children will look at the art work of an English artist called William Huggins who specialised in creating drawings and paintings of animals. Children will learn about the skills used in sketching and create their own drawing of one of the focus animals.	
Media & Materials	Use range of pencils to draw lines of different lengths/ thickness and show pattern using dots and lines
Significant Artists	Know about the work of a range of artists, craft makers and designers Describe differences and similarities and make links to own work
Vocabulary	Use correct artistic vocabulary eg tone, tint, pattern, texture
Skills	Use and apply art and design techniques in using colour, patterns, texture, line, shape, form and space with range of materials
<b>Computing</b>	
Learning Sequence: Children will use the chart feature on J2E - JIT5 to create a graph showing the children in the classes favourite animals.	
Digital Literacy	Use technology purposefully to create, store, retrieve, organise and manipulate digital content
Information Technology	Recognise common uses of information technology beyond school
<b>Science</b>	
Learning Sequence:	

Children will learn about animals and their habitats. They will focus on how animals and plants are adapted to their habitats in order to survive.

Children will look at the micro-habitats in the wooded area of school.

Children will learn about food chains and how these differ between animals.

#### Ask Questions

Ask and raise their own scientific questions

Use first-hand practical experiences to find answers

#### Animals Including Humans

Describe the basic needs of animals, including humans, for survival (water, food and air)

## Writing

#### Learning Sequence:

Children will write a description of a habitat. Prior to the writing process, children will be taught about nouns, verbs, adjectives, expanded noun phrases and simple sentences.

Children will write a fact file about how an animal is adapted to its habitat. This will take place following science learning. Prior to the writing process children will be taught about sentence forms, coordination, subordination and apostrophes for possession.

#### Language & Vocabulary

Discuss and clarify meanings of new words, making links to known vocabulary

#### Plan, Draft, Edit & Evaluate

Plan/say aloud what they are going to write, sentence by sentence

Write down key ideas/words/vocabulary

Evaluate own writing with teacher/other pupils

Re-read for sense and check that verbs that indicate time are used correctly, including verbs in the continuous form

Proof-read for errors in spelling, grammar and punctuation and make corrections

Read aloud what they have written with appropriate intonation to make the meaning clear.

#### Grammar & Punctuation

Use subordination (when, if, that, because)

Use co-ordination (or, and, but)

Use apostrophes for singular possession

Use sentences with different forms: statements, commands, questions and exclamations

Use expanded noun phrases

#### Text Structure & Features

Understand the structure of non-fiction books

Write for different purposes, including narratives about personal experiences (real and fictional)

#### Transcription

Segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonically-plausible attempts at others

Spell common exception words and those with contractions

Use the possessive apostrophe (singular)

Form lower-case letters of correct size/proportion

Write capital letters of the right size, orientation and proportion

Use correct spacing between letters and words

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

