

WIC Topic Overview Summer Term 2022

Our Wonderful World

Purpose and Aims

- **Children will develop an understanding of the world around them**
- **Children will be able to talk about different types of places in the world and the animals that live there**

Oracy Outcomes:

Talk confidently
Independent Writing opportunity (from previous units)
 Narrative – retell story
 Explanation text – animal fact file

Sequence of learning

- **Rainforests - Monkey Puzzle**
- **Deserts - Mixed up Chameleon/**
- **Oceans – Sharing a shell/ Rainbow fish/ Commotion in the Ocean**

English/Text type/writing outcomes

Explanation text –
 Describing and comparing habitats
 What am I riddle? – based on animals from story
 Animal fact files
 Retelling the story

Rainforests

Monkey Puzzle story

Features of a rainforest - pictures of habitats and how the canopies support the animals

Art – collage – ‘Tiger in the jungle’ Henri Rousseau – choose own jungle animal
 Pictures of different animals using different medium

Music – jungle drums , rainsticks, boomwackers

Computing – digital art and settings

Geography – equator – locate on globes/ maps; identify rainforests on maps
 Science – life cycles of animals – caterpillar to butterfly; what do animals eat – food chains

Trips/visitors

Library visit

NC requirements

Science Y1

*identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals

*identify and name a variety of common animals that are carnivores, herbivores and omnivores

Science Y2:

*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

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

*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

Art KS1:

*use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

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

Explanation text –
 Describing and comparing habitats

Questions and answers

Deserts

Mixed up Chameleon

Features of a desert – how is life supported?

Cotswold Wildlife Park

Chameleon visitor

<p>Fact file about chameleons</p>	<p>Art - textured pictures using sand, bubble wrap etc</p> <p>Science – habitats; what do animals eat – food chains</p> <p>Geography – equator – locate on globes/ maps; identify deserts on maps</p> <p>Computing – digital art and settings</p>		<p>*talk 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</p> <p>Computing KS1: *use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Geography KS1: *name and locate the world’s seven continents and five oceans key physical features, including: beach, cliff, coast, forest, hill, sea, ocean, river, vegetation, season and weather *identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Music KS1: *understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations</p>
<p>Explanation text – Describing and comparing habitats</p> <p>Questions and answers</p> <p>Fact file about chameleons</p>	<p><u>Oceans</u> <u>Sharing a shell/ Rainbow fish/ Commotion in the Ocean</u></p> <p>Features of the sea/ ocean – how is life supported?</p> <p>Art - textured pictures using waxes/ pastels, marbling etc</p> <p>Science – habitats; what do animals eat – food chains</p> <p>Geography – name and locate oceans on a map/ globe</p> <p>Computing – digital art and settings</p>		