

# Here We Are

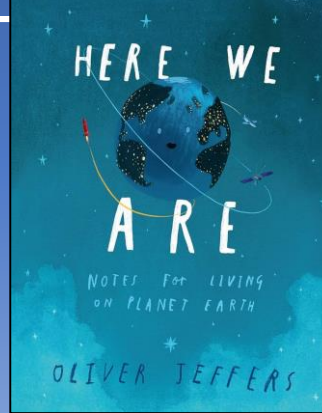
(Our world and the animals in it)

Year 1 Spring 1



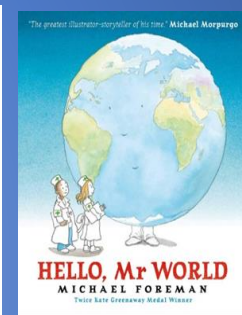
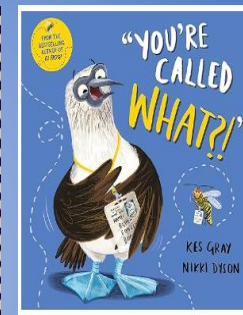
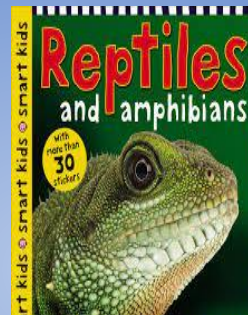
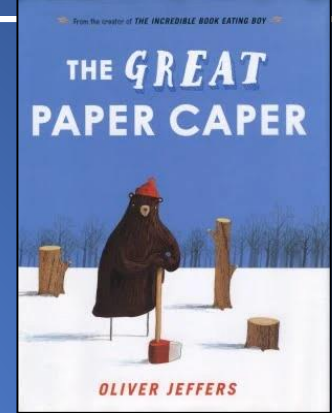
## Key Vocabulary

Intruder	Someone who has come into a place where they should not be. There are not supposed to be there.
Detective	A person whose job is to investigate and solve crimes.
Crime	Something that breaks the law.
The law	A set of rules to keep people, animals, our things and the world safe. The Police help make sure everyone follows the rules.
Caper	An adventure that is fun and silly but breaks some rules.
Evidence	Things left behind that can help you work out what happened.
Mammal	An animal with hair or fur. Their babies are born alive. Humans are mammals.
Bird	An animals that has feathers and a beak. It has wings or flippers and lays eggs.
Reptile	An animal with dry scales on its body.
Fish	An animal with gills, scales, tail and a fin.
Carnivore	Animals that mostly eat other animals.
Herbivore	Animals that only eat plants.
Omnivore	Animals that eat both plants and other animals.



Our focus texts

Other books we'll be enjoying!



In Phonics we will be learning:



## Computing - Knowledge, understanding and skills developed

### Using Computers

- Recognise common uses of information technology beyond school (*grouping and sorting digital information*).
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Use logical reasoning to predict the behaviour of simple programs.

### E-safety

- Use technology safely and keep personal information private.
- Identify where to go for help and support when they have concerns.



## Science - Knowledge, understanding and skills developed

### Animals, including humans

- 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.
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) .
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

### Working scientifically

- Identifying and classifying.
- Using their observations and ideas to suggest answers to questions.
- Gathering and recording data to help in answering questions.



## Art - Knowledge, understanding and skills developed

- See the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work (*Marina DeBris and Georgia O'Keefe*).
- Draw from observation.
- Design, create and evaluate their own *piece (made from recycled materials)*.
- Use different mediums to draw and paint.



## History - Knowledge, understanding and skills developed

### Chronological understanding

- Show an awareness of the past, using common words and phrases relating to the passing of time (*before, after, past, present, then, now, a long time ago*).

### Historical enquiry

- Changes within living memory (*toys*).

### Organisation and communication

- Speak about how he/she has found out about the past.