



# Curriculum Newsletter

## Going Wild!

### Theme Overview

“Going Wild” is a thematic unit based around humans and animals, with a science focus. Pupils will look at humans and animals, beginning with characteristics of living and non-living things through to classifying birds, fish, amphibians, reptiles and mammals. There will be a particular focus on looking after animals and pupils will learn about extinction, wildlife conservation, habitat destruction and endangered species.

### Maths

Fractions: Recognising and finding a half, a quarter and a third; identifying unit and non-unit fractions; recognising the equivalence of a half and two quarters; recognising and finding three-quarters.

Time: Recognising O'clock, half past, quarter past and quarter to; telling the time past and to the hour; telling the time to five minutes; minutes in an hour and hours in a day.

Statistics: Making tally charts, tables and block diagrams; drawing and interpreting pictograms.

Position and Direction: Understanding the language of position and describing movements; describing turns and movements; shape patterns with turns.

### English

We will be linking our English writing to our Dimensions topic this term. We will be imagining we are jungle explorers and write our own diary entries about the different animals we might see. We will then use the knowledge we have gained about endangered animals to write an information text about a wild animal in danger of extinction.



## Science

Animals including humans: We will understand the difference between things that are living and things that have never been alive. We will learn that animals, as well as humans, have offspring, which grow into adults. We will learn about the basic needs of animals, as well as humans, for survival (which are water, food and air). We will be able to identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals. We will be able to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). We will be able to identify and name a variety of common animals that are carnivores, herbivores and omnivores. We will recognise that environments can change and that this can sometimes pose dangers to living things. We will also learn that some animals are endangered, the reasons why and what is being done to preserve these species.

## Art

Painting: In this unit, we will be exploring how to make prints. We will use polystyrene tiles to create our animal skin design. We will then use printing ink and rollers to create a print of our animal skin.

## Design Technology

Our design and technology lessons will involve creating a set of finger puppets to use to teach our younger children the Rhyme 'Fly Away Peter, Fly Away Paul'. We will learn how to sew to pieces of felt together and then add embellishments to our designs.

## Drama

We will be using mime to create movements associated with a range of different animals. We will work with a partner to identify different animal habitats by use of careful questioning. Finally, we will take on the role of different animals and work in groups of three to role play a situation where their habitat is under threat.

## Music

We will be listening to some African Music, then talking about the kinds of animals which can be found on safari in Africa, representing them using vocal and instrumental sounds to create a safari.

## PSHE

In our PSHE lessons, we will be learning more about how to stay healthy looking at different physical activities and healthy lifestyles. We will also explore the body and identify different parts.

## Computing

We will be exploring multimedia and branching databases in our computing lessons. We will create a powerpoint about our favourite pets and how to look after them. We will then create branching databases to help us remember the different features of the different animal groups.

## Speaking and Listening

We will be using our collective memory to complete an activity about the senses, developing our ability to work collaboratively and use talk to complete a task. We will then move on to consider three questions with a talk partner and together are required to come up with two answers to each question.

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Wish you'd... be  
thoughtful