

**Overall outcome:**  
Ramsbury Wildlife Park.  
Each group will have created masks and will be able to remember facts about their animal. One child will be the zoo keeper and introduce each group.

**Narrative hook**  
**People:** Conservationists/naturalists  
**Place:** The world  
**Problem:** Do we understand what animals give to the world?  
**Possibilities:** Learning the names of animals, learning important facts about animals, learning about the people who care for animals, discovering

**Texts**  
Percy the Park Keeper - One Snowy Night by Nick Butterworth, Non-Fiction books about animals.  
Just So stories, Aesop's Fables.

**Vocabulary**  
Winter, seasons, weather, birds, mammals, fish, reptiles, amphibians, migration, habitat, hibernate, omnivore, herbivore, carnivore

**Key subjects**  
Science, Geography

**Transformative and/or diverse individuals**  
Mya Rose Craig  
David Attenborough  
Jane Goodall

**Class 1 Term 3 2022**  
Term focus: Is it necessary for us to look after our local wildlife?  
Do animals need humans to survive?

**Content:** What will we learn?

**Science:** To identify and name common animals, know how they are different, what they need to survive and where the different habitats that they will need to live in to thrive. Gather and use data to answer our questions.  
**PSHE:** How to care for animals (including humans) and show compassion for living things.  
**Art:** Drawing on different textures. Focus on drawing birds and feathers. Use ideas from sketchbooks to complete a final piece.

**Creativity:** How will we show we understand in multiple ways?

Consider the settings of stories and habitats of the animals in our core-texts.  
Complete topic discovery and challenge activities in continuous provision.  
Explore musical representations of the seasons (Winter)  
Role play linked to caring for animals – Ramsbury Wildlife Park

**Coherence:** How does this link to other year groups?

**EYFS: Understanding the World**  
Make observations of animals, plants and explain why some things occur and talk about changes.  
**Year 2:**  
Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).  
**Year 3:**  
Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.  
**Year 4:**  
Consequences of deforestation in the Amazon rainforest.  
How do we show humanity? Aspects of being human  
**Year 6:**  
Evolution of species (survival) / Environmental community project (plastic pollution) / Red list endangered species

**Compassion:** What opportunities are there to show compassion for the environment and each other?

Looking after living things.  
Care for our own class, school and local environment, as well as the wildlife in it.  
Understand the importance of caring for our environment and the impact that this can have on the animals sharing our planet.  
Respect and understand that animals can help us (eg. Police dogs, guide dogs).  
The importance of the role of specific living things.

**Community:** Where are the links to local expertise and resources? Visits and visitors

Visit to Ramsbury Estate  
National RSPB bird watch.  
Trip to Slimbridge