# Medium Term Unit Planning

| Topic Name: - Carnival of the Animals |
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**Learning outcome:**
Learn about creatures through the features of Music. Learn about a range of instruments and the music that inspired this topic by Saint-Saëns. Learn about mammals, birds, fish, reptiles, amphibians and fossils around the world. Use Scratch to learn about coding in Computing, with particular focus on motion, text, sound, control, loop.

| Hook | Topic Showcase (e.g. display, museum, performance, presentation) |
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| Photos of different animals and find out what the children want to know about them. | Display created on one of our trips (see below). Animal person to bring different classifications of animals to show. |

| Oracy: | Key Vocabulary: |
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| Explaining similarities and differences of animals during 'Odd one out' lessons. Using oracy when using sound/microphones to create code in Scratch. | Pitch, volume, dynamics, herbivores, carnivores, omnivores, camouflage, mixing, reptiles, amphibians, mammals, invertebrates, life cycle, life processes, physical and human features. |

**Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):**
- Class Two at the Zoo
- Meerkat Mail
- How to Hide a Lion
- The Lion Inside

**Citizenship/Community Opportunities:**
*(Focus – change in attitude/increase knowledge and awareness/make a difference)*
Looking after animals, including food, habitats, diet and what they need to survive.

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| Experiences/Visits/Visitors |
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| One of the following:
Slimbridge Wetlands Centre
Dudley Zoo
Angie's Animal Antics |

| Main Subjects covered: |
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| Music
Science
Art & Design
Computing
P.E
Geography
Design and Technology |

**Music Threshold Concepts**

Perform
*This concept involves understanding that music is created to be performed.*

Describe music
*This concept involves appreciating the features and effectiveness of musical elements.*

**Science Threshold Concepts**

Work scientifically
*This concept involves learning the methodologies of the discipline of science.*

Understand animals and humans
*This concept involves becoming familiar with different types of animals, humans and the life processes they share.*

**Art & Design Threshold Concepts**

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Master techniques
*This concept involves developing a skill set so that ideas may be communicated.*

**Computing Threshold Concepts**
Code
*This concept involves developing an understanding of instructions, logic and sequences.*

**P.E Threshold Concepts**
Develop practical skills in order to participate, compete and lead a healthy lifestyle.
*This concept involves learning a range of physical movements and sporting techniques.*

**Geography Threshold Concepts**
Investigate places
*This concept involves understanding the geographical location of places and their physical and human features.*

**Design and Technology**
Master practical skills
*This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed.*

**Notes:**
This scheme of work will be based on Saint-Saëns' 'Carnival of the Animals'. All lessons explore these themes, including Literacy which is based on Class Two at the Zoo and Meerkat Mail.

| Lesson title and learning Intention | Threshold concepts (success criteria) | Milestones (success criteria) | Lesson structure/differentiation |
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| 1. I can listen, respond to, and learn about the works of The | **Describe music** This concept involves appreciating the features and effectiveness of musical elements. | Recognise changes in timbre, dynamics and pitch. | Begin with a detailed introduction to the `Carnival of the Animals´. Children will listen and respond to the music, learn new musical |

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| Carnival of the Animals. | | | terminology and explore how sounds are made. Children will then choose from a range of cut out animals and label/stick notes based on pitch and dynamics of sounds that these animals make. |
| 2. I can identify and describe animals and to group them according to the 5 groups of animal classification. | **Understand animals and humans** This concept involves becoming familiar with different types of animals, humans and the life processes they share. | Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.<br><br>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.<br><br>Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). | Discuss the features of music discussed last lesson. Explain that animals make different sounds, and can be grouped in many different ways. See if the children know differences and similarities between carnivores, herbivores and omnivores. In groups, use P.E hoops to group printed out/small toy animals. Take pictures throughout and discuss reasons why animals are in the group they are in with the children. |
| 3. I can move with careful control and coordination. | **Develop practical skills in order to participate, compete and lead a healthy lifestyle.** This concept involves learning a range of physical movements and sporting techniques. | Move with careful control and coordination.<br><br>Choose movements to communicate a mood, feeling or idea. | Warm up and stretch. Move in a way the children believe the animal would move when it appears on the screen. E.g. How would the lion move? Focus on speed, height, power etc. Do this for each animal that appears. |

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| 4. | I can describe and compare mammals found in the African Savannah. | **Understand animals and humans** This concept involves becoming familiar with different types of animals, humans and the life processes they share. | Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.

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 (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). | Discuss the animals covered in previous lessons. What similarities and differences did they share? What key words can we remember, e.g. herbivores, carnivores etc. Choose from 3 different animals and label the odd one out. Explain how this is the odd animal out! LA children to verbally explain the odd one out – and circle features. |
| | | **Work scientifically** This concept involves learning the methodologies of the discipline of science. | Identify and classify. | |
| 5. | To create a simple string of code. | **Code** This concept involves developing an understanding of instructions, logic and sequences. | **Motion** Control motion by specifying the number of steps to travel, direction and turn. **Events** Specify user inputs (such as clicks) to control events. **Control** | Introduce Scratch Jr on iPads. Discuss the appearance of the app and where you can find the tools needed for the lesson. Discuss what coding is. Explain that code can be often changed through debugging. Show the children how to select animal sprites. Encourage the children to create a simple |

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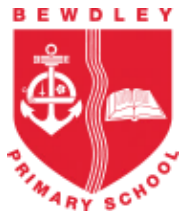| | | | |
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| | | Specify the nature of events (such as a single event or a loop). | piece of code for movement of their selected sprites. Can HA children do this for multiple sprites at the same time? |
| 6. To create a printed piece of aboriginal art. | **Master techniques** This concept involves developing a skill set so that ideas may be communicated. | **Print** Press, roll, rub and stamp to make prints. | To discuss the origin and history behind aboriginal art. Mention that symbols were often used and animals were drawn. This lesson, the children are going to use cotton buds to create their own piece of aboriginal art in the upcoming lessons. Practise drawing outlines of animals in sketchbooks and use felt tip pens to create the print effect they want in their final piece. |
| 7. To create a printed piece of aboriginal art. | **Master techniques** This concept involves developing a skill set so that ideas may be communicated. | **Print** Press, roll, rub and stamp to make prints. | Revisit last session and look at practises in the sketchbooks. Give children black sugar paper. Children can draw their outline in pencil, as it will only be seen discretely and then children print using cotton buds. |
| 8. To plan a safari, thinking carefully about where to place animals based on their characteristics. | **Investigate places** This concept involves understanding the geographical location of places and their physical and human features.<br><br>**Understand animals and humans** | Use aerial images and plan perspectives to recognise landmarks and basic physical features.<br><br>Identify and.name a variety of common animals that are | Show the children a number of existing zoo/safari parks. Look at the features of the parks and the different types of aerial drawings. Think back to the science sessions previously. The children should create their own park and think carefully about which animals |

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| | This concept involves becoming familiar with different types of animals, humans and the life processes they share. | carnivores, herbivores and omnivores.<br><br>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 | should be closer together and which ones should be split up. |
| 9. To plan a safari, thinking carefully about where to place animals based on their characteristics. | **Investigate places**<br>This concept involves understanding the geographical location of places and their physical and human features.<br><br>**Understand animals and humans**<br>This concept involves becoming familiar with different types of animals, humans and the life processes they share. | Use aerial images and plan perspectives to recognise landmarks and basic physical features.<br><br>Identify and name a variety of common animals that are carnivores, herbivores and omnivores. | Complete the safari park art work. Begin to label the animals and explain why they have been put in certain places. LA can explain verbally, and use talking postcards if necessary. |
| 10. To create a simple string of code. | **Code**<br>This concept involves developing an understanding of instructions, logic and sequences. | **Motion**<br>Control motion by specifying the number of steps to travel, direction and turn.<br>**Events**<br>Specify user inputs (such as clicks) to control events.<br>**Control**<br>Specify the nature of events (such as a single event or a loop). | This lesson, continue to experiment with code taught in the past. Children start the lesson by recreating movement with animals through Scratch Jr. Focus more on loops and repeating this session. Can the children create a repeating pattern in code, or experiment with the 'repeat' code. For example, the children could |

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| | | | create a tiger prowling backwards and forwards looking for its prey. |
| 11. I can create a simple life cycle wheel. | **Understand animals and humans** This concept involves becoming familiar with different types of animals, humans and the life processes they share.<br><br>**Work scientifically** This concept involves learning the methodologies of the discipline of science. | Notice that animals, including humans, have offspring which grow into adults.<br><br>Identify and classify. | To start this lesson, look at life cycles familiar to the children. Discuss the human life cycle. Discuss how this life cycle may be similar, or different, to other life cycles. Provide children with a copy of a kangaroo life cycle and a chick life cycle. Can the children organise these correctly? Stick in to science books in the correct order when confident. HA to label and describe the different parts of the lifecycles and how they differ. |
| 12. I can move with careful control and coordination. | **Develop practical skills in order to participate, compete and lead a healthy lifestyle.** This concept involves learning a range of physical movements and sporting techniques. | Copy and remember moves and positions.<br><br>Move with careful control and coordination.<br><br>Link two or more actions to perform a sequence.<br><br>Choose movements to communicate a mood, feeling or idea. | Warm up and stretch. Move in a way the children believe the animal would move when it appears on the screen, similar to last lesson. E.g. How would the lion move? Focus on speed, height, power etc. Do this for each animal that appears. Begin to put a routine together of different movements. E.g. Start with a prowling lion, then a lion chasing etc. Discuss how and why the movements change throughout the sequence. |

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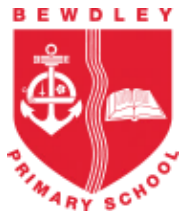| | | | |
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| 13. I can plan, design and make an animal mask. | **Master techniques**<br>This concept involves developing a skill set so that ideas may be communicated.<br><br>**Master practical skills**<br>This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed. | **Collage**<br>Use a combination of materials that are cut,<br>torn and glued.<br>Sort and arrange materials.<br>Mix materials to create texture.<br><br>**Materials**<br>Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).<br><br>Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). | Explain that over the next couple of sessions, the children will be making their own animals masks. Use the planning template to draw the animal mask, and add in information that explains what materials and equipment will be needed. |
| 14. I can plan, design and make an animal mask. | **Master techniques**<br>This concept involves developing a skill set so that ideas may be communicated.<br><br>**Master practical skills**<br>This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed. | **Collage**<br>Use a combination of materials that are cut,<br>torn and glued.<br>Sort and arrange materials.<br>Mix materials to create texture.<br><br>**Materials**<br>Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). | Begin modelling the process of mask making. Show the children how the plan will help support the process. Children should then have time to revisit their plans and think about how they are going to create their mask. When ready, begin creating masks using the materials and equipment required. |

| | | Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). | |
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| 15. I can plan, design and make an animal mask. | **Master techniques**<br>This concept involves developing a skill set so that ideas may be communicated.<br><br>**Master practical skills**<br>This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed. | **Collage**<br>Use a combination of materials that are cut,<br>torn and glued.<br>Sort and arrange materials.<br>Mix materials to create texture.<br><br>**Materials**<br>Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).<br><br>Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). | Continue to add the finer details to the masks. This could be by adding paint, more materials, using pens for details etc. |
| 16. I can identify and name the features of a reptile. | **Understand animals and humans**<br>This concept involves becoming familiar with different types of animals, humans and the life processes they share. | Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.<br><br>Identify and name a variety of common animals that are carnivores, herbivores and omnivores. | Look at pictures of reptiles and see if the children can name any. Start to look closely at the different features of the reptiles. E.g. scaly, dark, green etc. Explain how villains in cartoons and films are often reptiles because of their features. The children should then draw their own reptile villain, which will roam |

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| | | | around the safari park the created previously. |
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| | | Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). | |
| 17. I can create a simple string of code, that now includes sound. | Code<br>This concept involves developing an understanding of instructions, logic and sequences. | Motion<br>Control motion by specifying the number of steps to travel, direction and turn.<br>Events<br>Specify user inputs (such as clicks) to control events.<br>Control<br>Specify the nature of events (such as a single event or a loop).<br>Sound<br>Select sounds and control when they are heard, their duration and volume. | Start the lesson by revisiting skills taught in the past lessons. Discuss the different animals that have been used and the patterns that have been created in code recently. Mention that sounds can also be added to make our coding more interactive. Model adding sound on a Scratch project in front of the class. The children can then continue on a previous project, or start a new project adding sound to their codes. |
| 18. I can make a reptile our of salt dough, thinking about the features. | Master techniques<br>This concept involves developing a skill set so that ideas may be communicated. | Sculpture<br>Use techniques such as rolling, cutting, moulding and carving. | Show the children some examples of salt dough animals and reptiles. Model creating the salt dough, and begin to mould into the desired shape. Show children how they can create different shapes and parts to the reptile. Think about what utensils and objects could be used for the finer details (scales, eyes etc.) |

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| 19. I can decorate the salt dough reptile, looking carefully at camouflage. | **Master techniques** This concept involves developing a skill set so that ideas may be communicated. | **Painting** Use thick and thin brushes. Mix primary colours to make secondary. | Discuss the word 'camouflage'. What does it mean? Discuss how different animals camouflage. What characteristics do they have in order to do this? Think back to last lesson when we created the salt dough reptiles. Select from a variety of backgrounds that you aim to camouflage your reptile against. |
| 20. I can research the characteristics of a variety of reptiles. | **Understand animals and humans** This concept involves becoming familiar with different types of animals, humans and the life processes they share. | Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. 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 (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). | Begin the lesson by exploring the reptiles we already know. Introduce any reptiles we have not heard of yet. Using the iPads and non-fiction books based on reptiles, get into groups to research a reptile. Put all of the information into a poster. At the end of the session, stand and deliver the findings. |
| 21. I can create a simple string of code, that includes sound. | **Code** This concept involves developing an understanding of instructions, logic and sequences. | **Motion** Control motion by specifying the number of steps to travel, direction and turn. **Events** | To continue the work from the previous Computing session. Experiment with adding different sounds and voices to the animals. |

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| 22. I can learn that all animals, including birds have basic needs, learn that animals have different needs. | **Understand animals and humans**<br>This concept involves becoming familiar with different types of animals, humans and the life processes they share. | Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.<br><br>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.<br><br>Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). | Introduce the lesson by discussing what humans need to survive. Explain whilst some animals will ned the same as us, others need different things to survive. Go through different animals within the boards and discuss the needs of each animal on screen. Prepare a variety of animal pictures for children to stick in books. Ensure that domestic birds are a particular focus. Around each animal, stick in little fact bubbles that include information on what each animal needs to survive. LA to have needs already written. These need to be matched to the correct animals. |
| 23. I can make a simple food chain, learn some vocabulary | **Investigate living things**<br>This concept involves becoming familiar with a wider range of living things, | Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify | Look at food chains of various animals. See if the children can put the missing animals within food chains or guess the final animal. |

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| associated with food chains, e.g. prey and predator.<br><br>I know that food chains always begin with a plant. | including insects and understanding life processes. | and name different sources of food. | Provide the children with pictures of various animals. The children should cut up the pictures and spot and food chains and place them in their books. HA should be able to do food chains for the different types of animals. |
| 24. I can create a simple string of code, that includes sound and now text. | **Code**<br>This concept involves developing an understanding of instructions, logic and sequences. | **Motion**<br>Control motion by specifying the number of steps to travel, direction and turn.<br>**Events**<br>Specify user inputs (such as clicks) to control events.<br>**Control**<br>Specify the nature of events (such as a single event or a loop).<br>**Sound**<br>Select sounds and control when they are heard, their duration and volume.<br>**Sensing**<br>Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?). | Revisit the previous skills learnt within Computing so far: creating code, direction, movement, events and adding sounds. Introduce the 'text' code. By the end of the lesson, children should be able to create a sequence of code that can hold a conversation between animals. This could be through microphone or through text. Children can also use this feature to add their names to their projects. |
| 25. I can create a simple life cycle wheel. | **Understand animals and humans**<br>This concept involves becoming familiar with different types of animals, humans and the life processes they share. | Notice that animals, including humans, have offspring which grow into adults. | Introduce the lesson by discussing the previous lessons of life cycles. Explain that amphibians may have similar, or completely different, life |

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| | Work scientifically<br>This concept involves learning the methodologies of the discipline of science. | Identify and classify. | cycles. See what the children already know about this. Show the children the life cycle, breaking down each part and discussing it. What do the children recognise? Provide children with the life cycle pictures of a frog and see who can stick them in the correct order. |
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