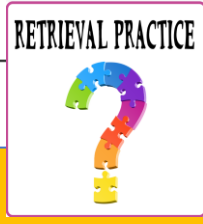
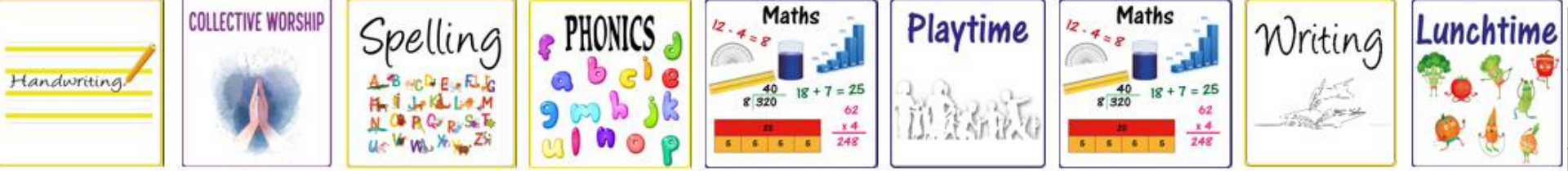


**Wednesday**  
**27<sup>th</sup> November 2024**  
**GOOD MORNING YEAR 1!**





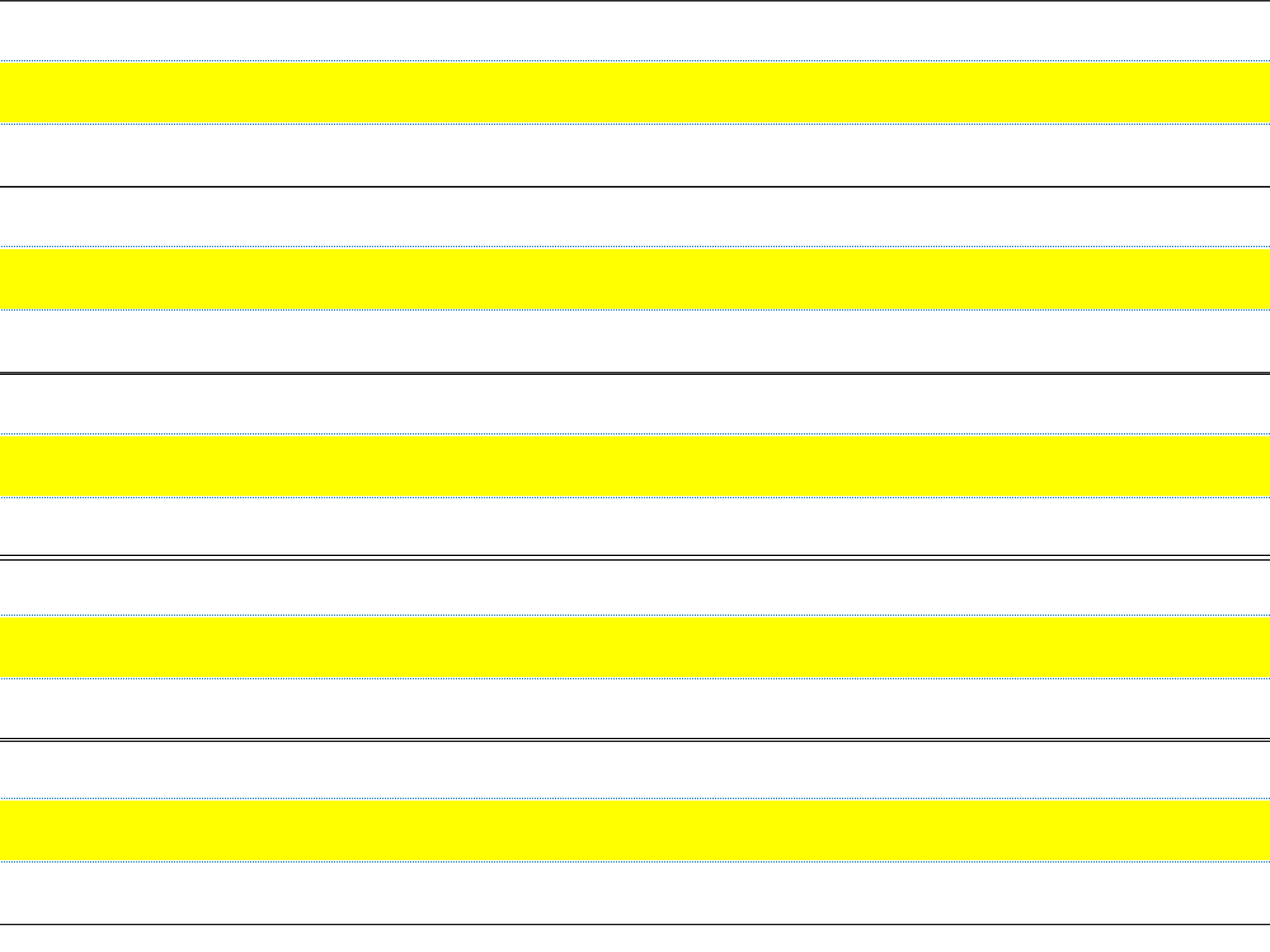
# Handwriting

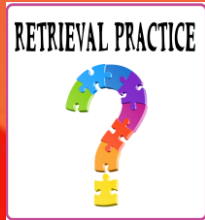
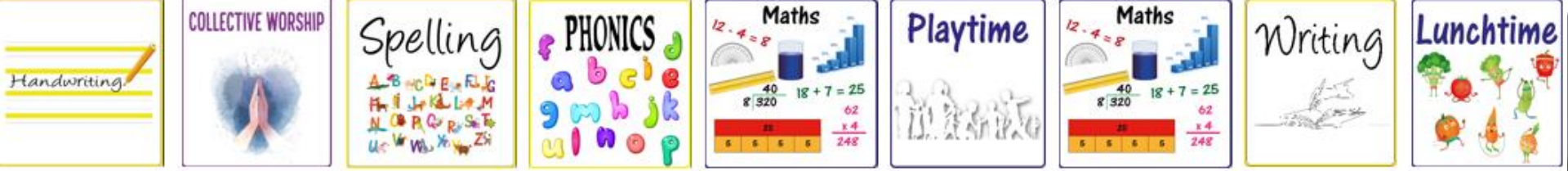
## 8.30-8.50



handwriting







# Word of the Day and Register 8.35-8.40



**VOCABULARY NINJA**

**WORD OF THE DAY**



# Shinobi Word of the Day

Word of the Day:

Pronunciation / Syllables

gasp  
(gasp)

Word Class  
(noun / verb)

## Definition:

A gasp is a short quick breath of air that you take in through your mouth, especially when you are surprised, shocked, or in pain.



The class **gasped** at the ending of the story.

Phrases:

gasped in disbelief

gasp loudly

Synonym:

Antonym:

Prefix / Suffix:

Rhyme:

Link Word:

pant

-ed

clasp

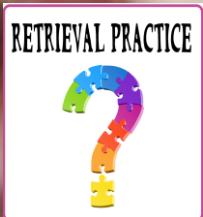
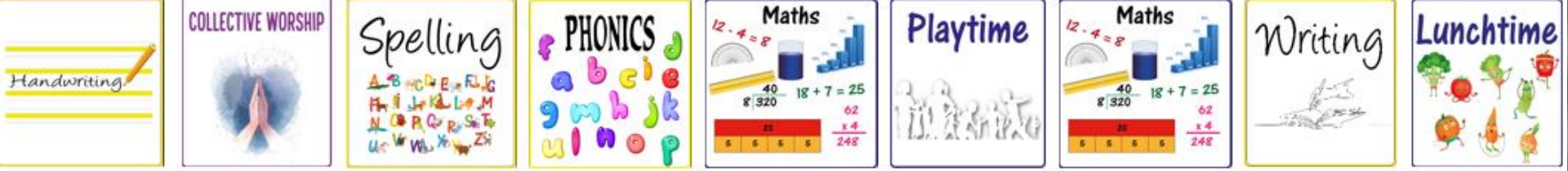
loudly

puff

-ing

rasp

breath



# Collective Worship

## 8.40-8.50



# PRAYER JOURNEY

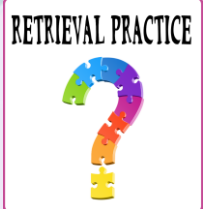
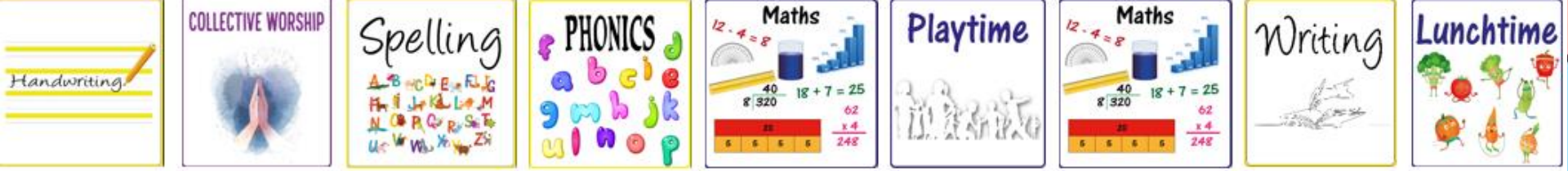
— WEEK 1

Video



MATTHEW 19:14



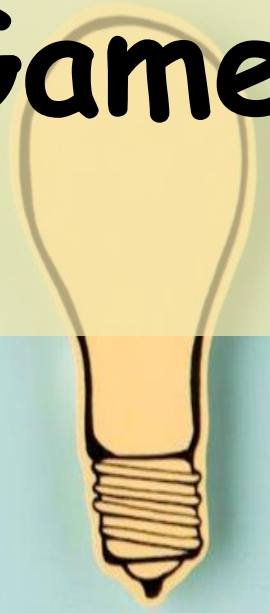
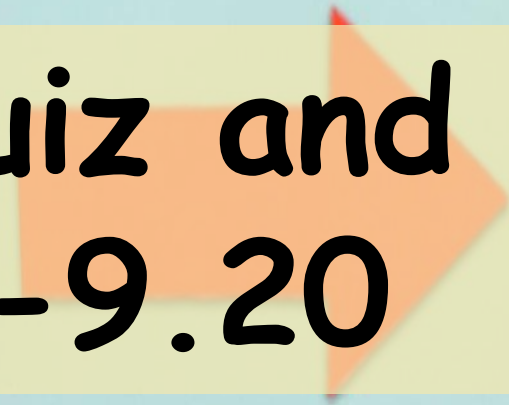
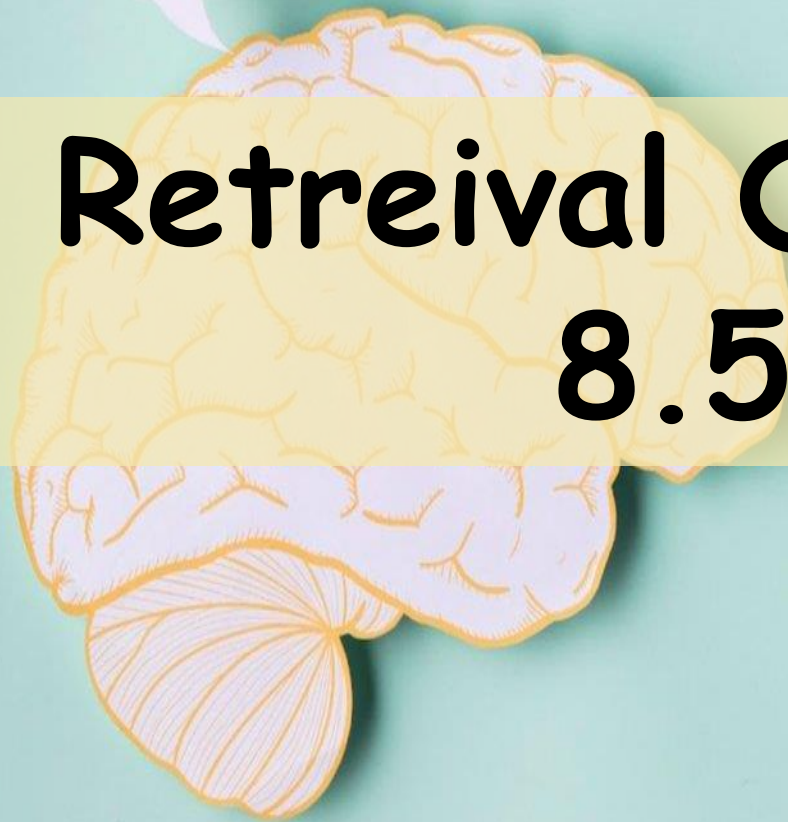


# Retrieve!





# Retreival Quiz and Game

## 8.50-9.20




# Retrieval Quiz Wednesday Autumn 2 Week 4

1. What is your name? 

2. The saint of animals is 

Saint Dog

Saint Francis

3. Red, yellow and blue are the: 

primary colours

secondary colours

4. The Weoley Castle ruins are from 

a long time ago

the future



# How much do you remember?

- 1.
- 2.
- 3.
- 4.
- 5.

Year 1

Materials and Magnets

 Material	 Properties	 Transparent	 Opaque
 Magnet	 Attract	 Repel	 Purpose

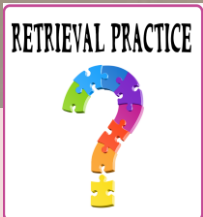
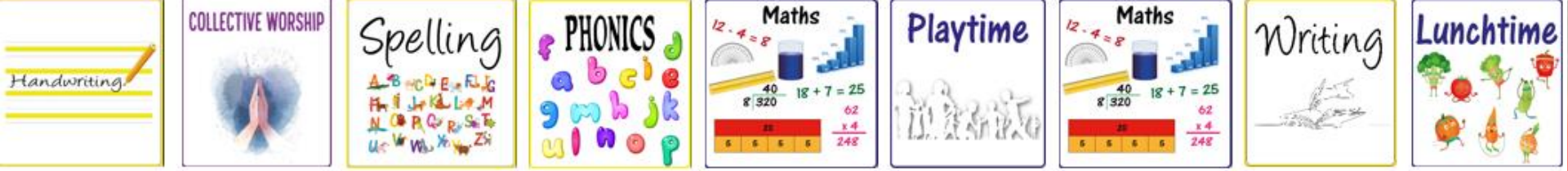
 Soft	 Hard
 Bright	 Dark
 Transparent	 Opaque
 Smooth	 Rough
 Waterproof	 Absorbent
 Thin	 Thick
 Bendy	 Soft

 Plastic	 Wood	 Metal	 Glass	 Rock
-------------	----------	-----------	-----------	----------

Magnets

OPPOSITE POLES ATTRACT

SIMILAR POLES REPEL



# Spelling (Teach)

9.20-9.30

# YOU'RE\*



# The (Stressed) Sound /er/ Spelt 'ir' and 'ur'

twinkl

# Stressed /er/ Spelt 'ir'

We have already seen that the stressed and unstressed /er/ sound can be spelt with 'er'.

In these words the stressed /er/ sound is spelt with the vowel digraph 'ir' instead.



girl



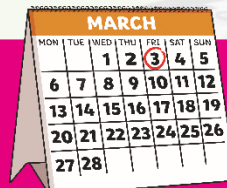
bird



shirt



first



third

# Stressed /er/ Spelt 'ur'

In these words the stressed /er/ sound is spelt with the vowel digraph 'ur' instead.



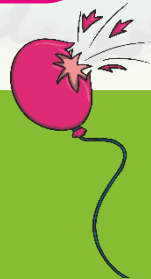
**turn**



**hurt**



**church**



**burst**

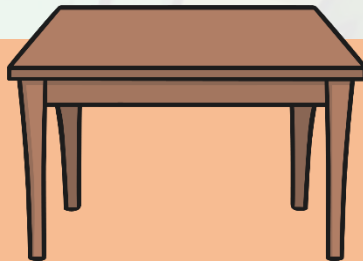


**burn**

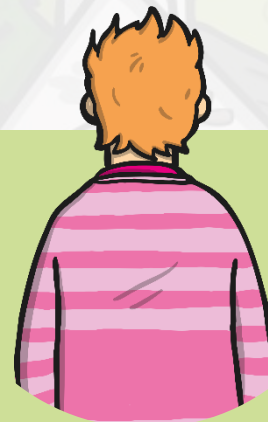
# Stressed /er/ Spelt 'ur'



Can you air write an 'ir' with your finger?



Can you write a 'er' on your table or on the carpet?



Can you write either an 'ir' or an 'er' on a partner's back?

Can they tell what letters you have written?



Here are this week's spellings to practise.

girl

bird

shirt

first

third

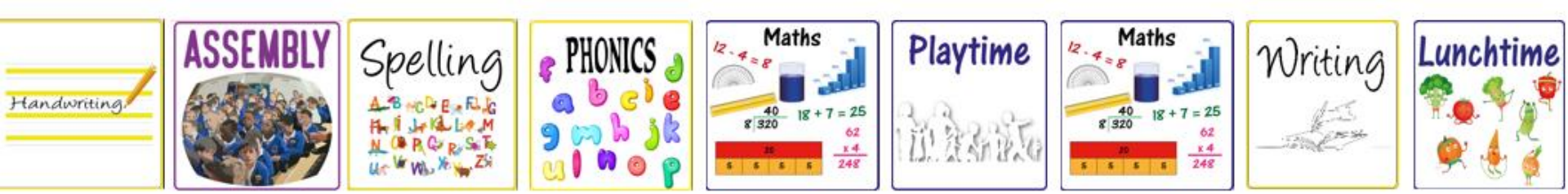
turn

hurt

church

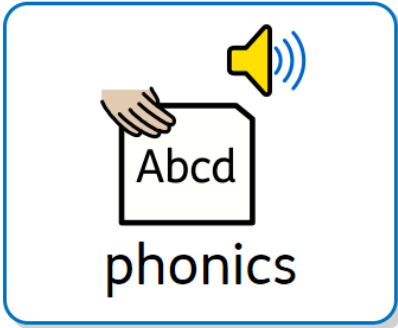
burst

burn

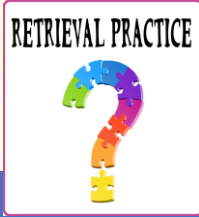
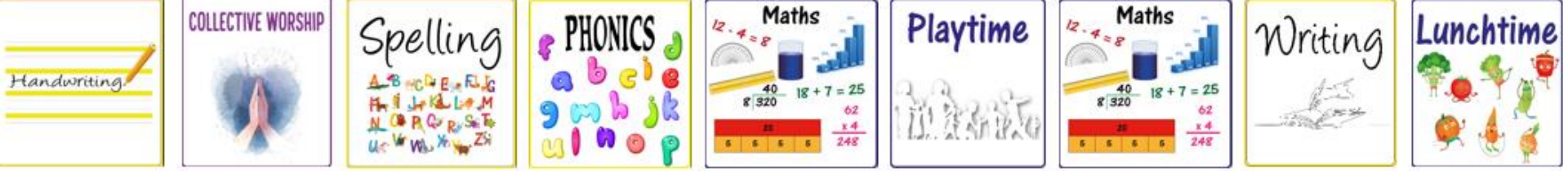


# Phonics 9.30-10.00

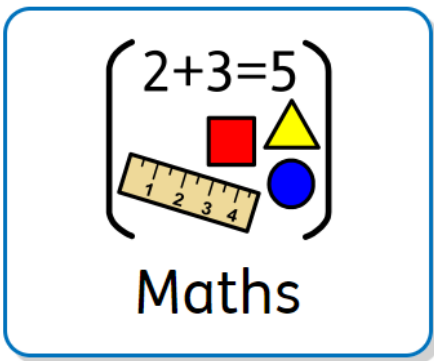
ar ch ck ee



air ear zz nk ay igh ure



# Maths- Assessment 10.00-10.30



# Year 1

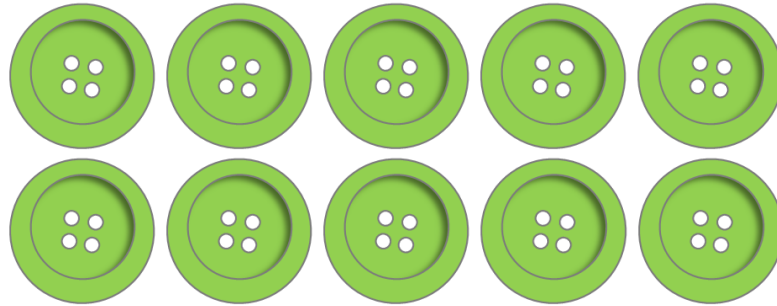


**Addition and** **B**  
**subtraction to 20**

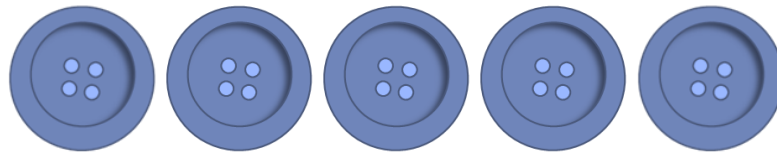
## Notes for teachers

- This assessment can be used with small groups or with the whole class.
- PPT images may be replaced with practical objects and number cards.
- Where PPT images are used, manipulatives can be provided alongside to support understanding.
- Discuss each question together.
- Repeat stem sentences to reinforce key language.
- The notes below each slide provide further discussion prompts.

I have ten buttons.

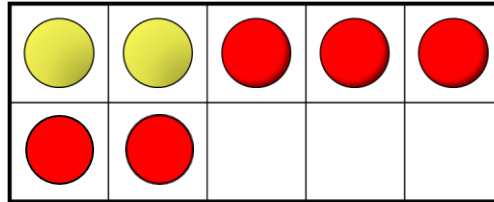


I add 5 more buttons.

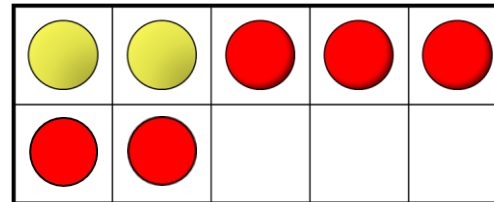
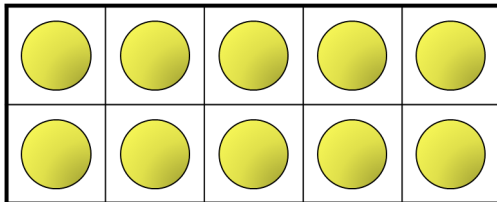


How many buttons are there in total?

Complete the number sentences.



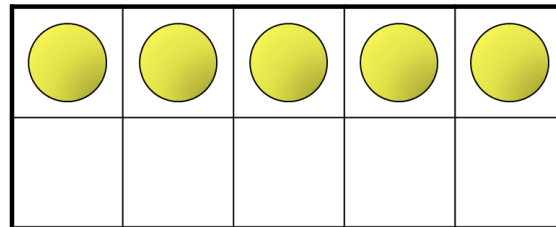
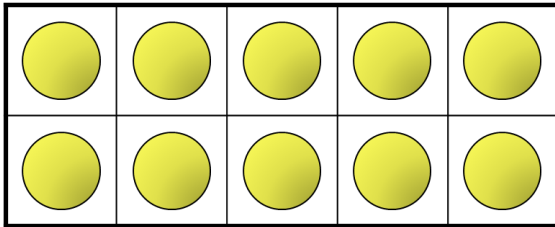
$$2 + 5 = \square$$



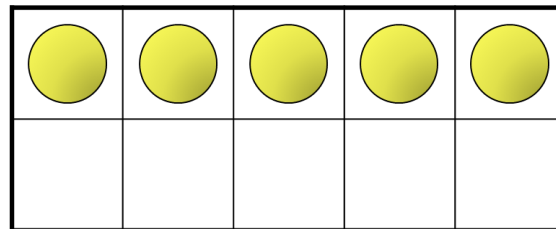
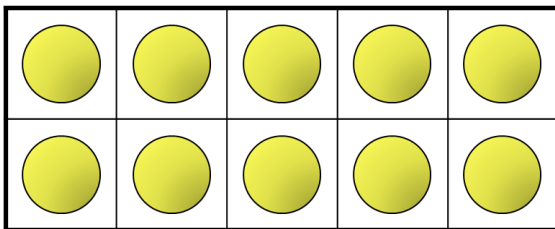
$$12 + 5 = \square$$

Complete the number sentences.

$$15 + 3 = \square$$



$$15 - 3 = \square$$



Join the calculations with the same total.

$15 + 2$

$4 + 14$

$9 + 1$

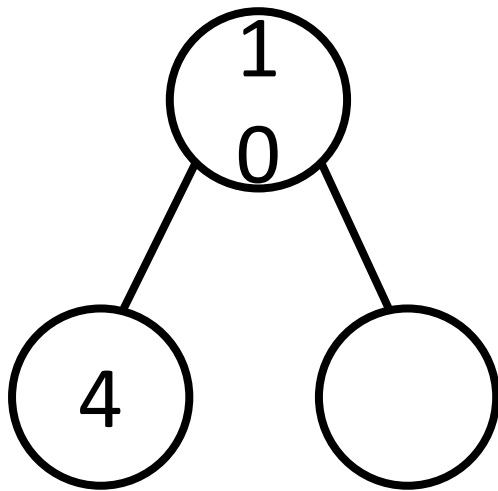


$10 + 0$

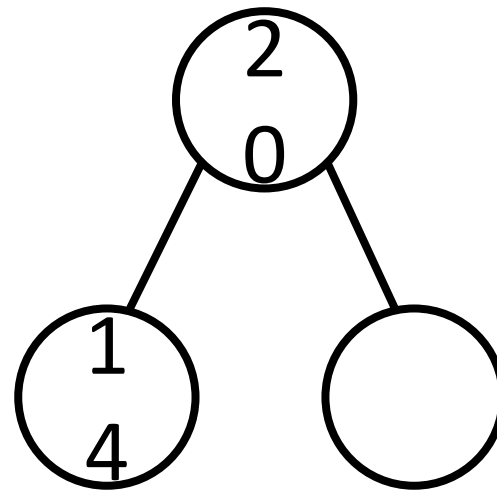
$14 + 4$

$12 + 5$

Complete the part-whole models.

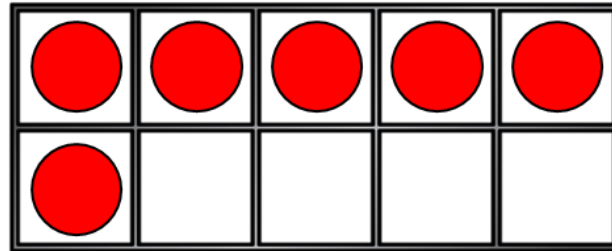
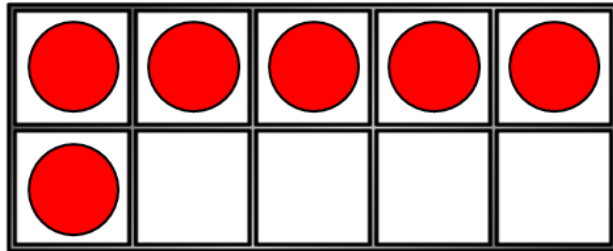


$$10 = 4 + \square$$



$$20 = 14 + \square$$

What is double 6?



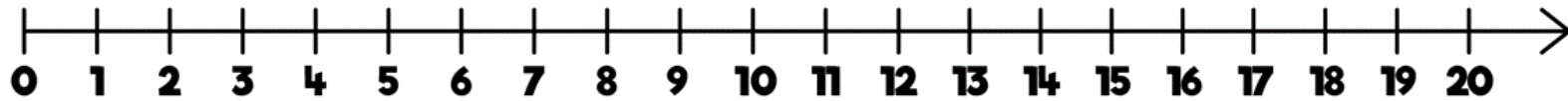
Double 6 is \_\_\_\_\_

Sam had 14 strawberries.  
She ate 5  
How many are left?



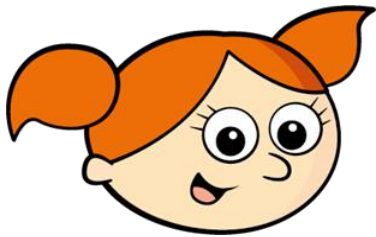
$$14 - 5 = \square$$

Use the number line to show  $20 - 6$



$$20 - 6 = \square$$

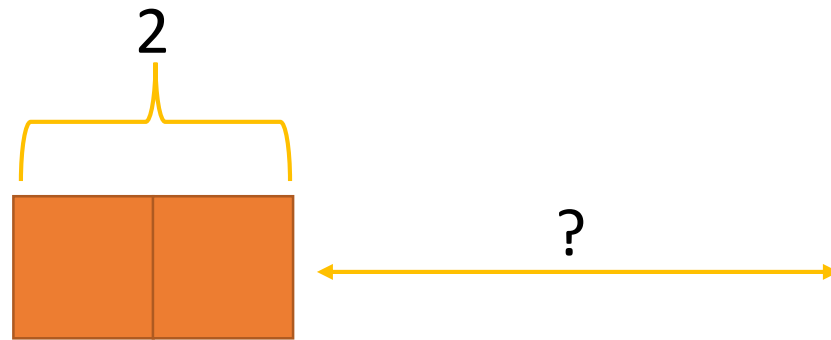
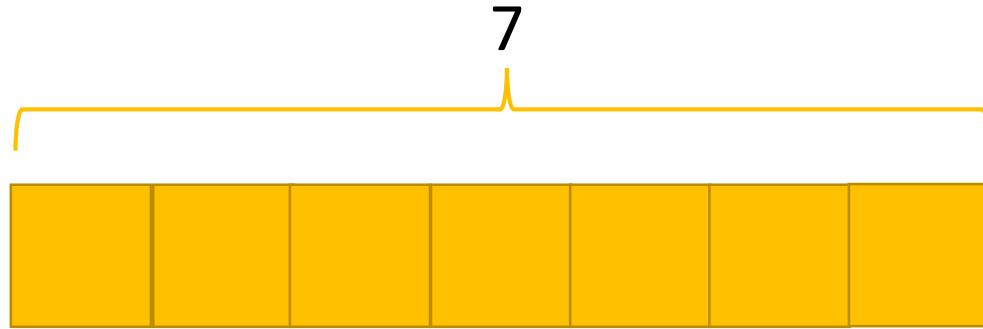
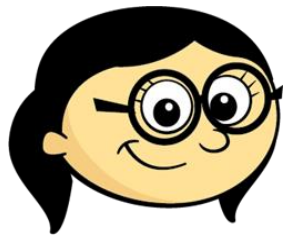
Complete.



Jack has

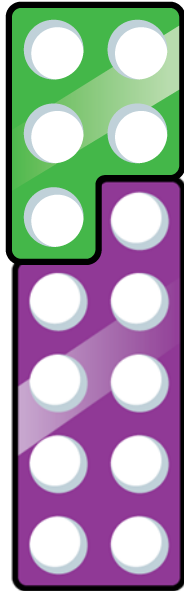
fewer flowers than Alex.

Complete.



Annie has  more blocks than Max.

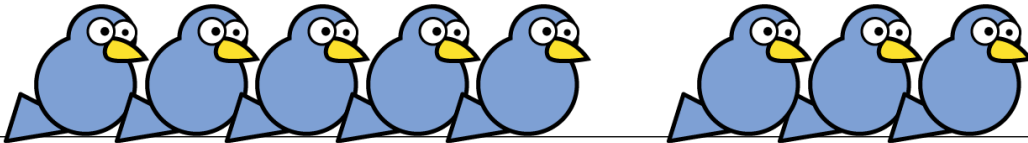
Complete.



$$9 + 5 = \square$$

$$14 - 5 = \square$$

There were 14 birds.  
Some flew away. Now there are 8 birds.

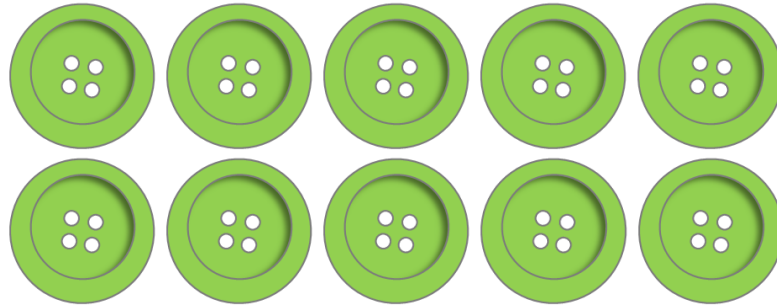


How many birds flew away?

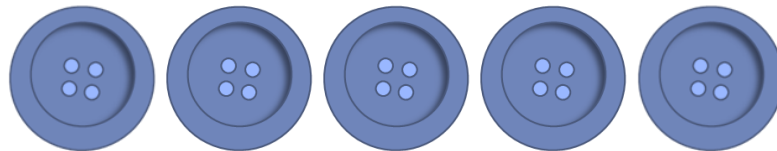
\_\_\_\_\_ birds flew away.

# Answers

I have ten buttons.



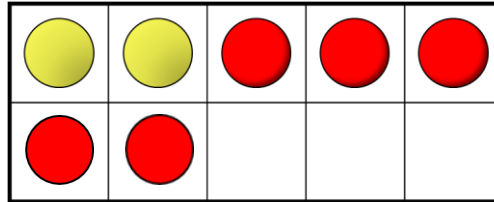
I add 5 more buttons.



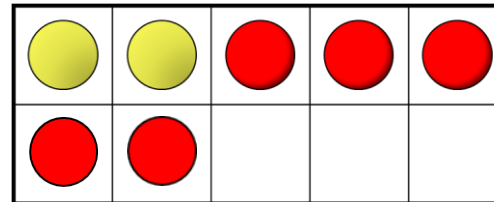
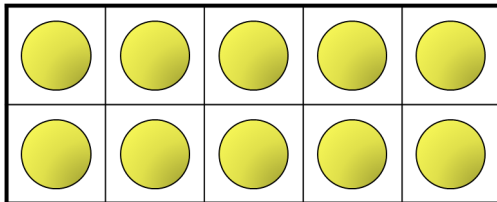
How many buttons are there in total?

15

Complete the number sentences.



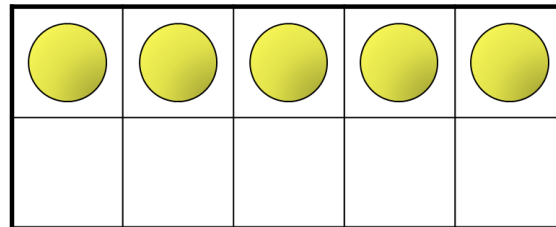
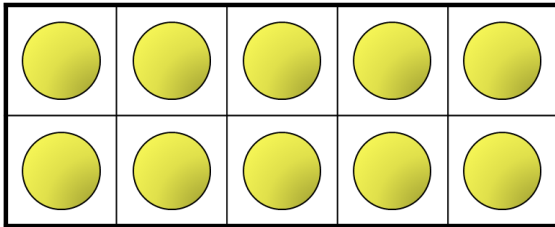
$$2 + 5 = \boxed{7}$$



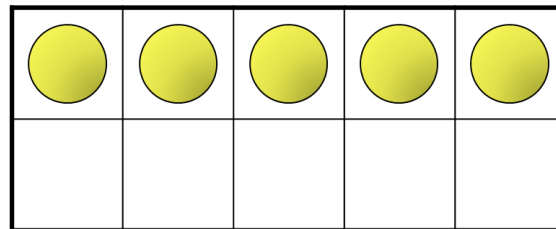
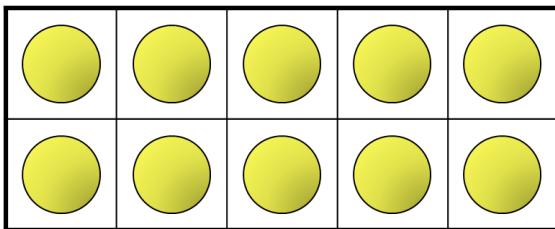
$$12 + 5 = \boxed{17}$$

Complete the number sentences.

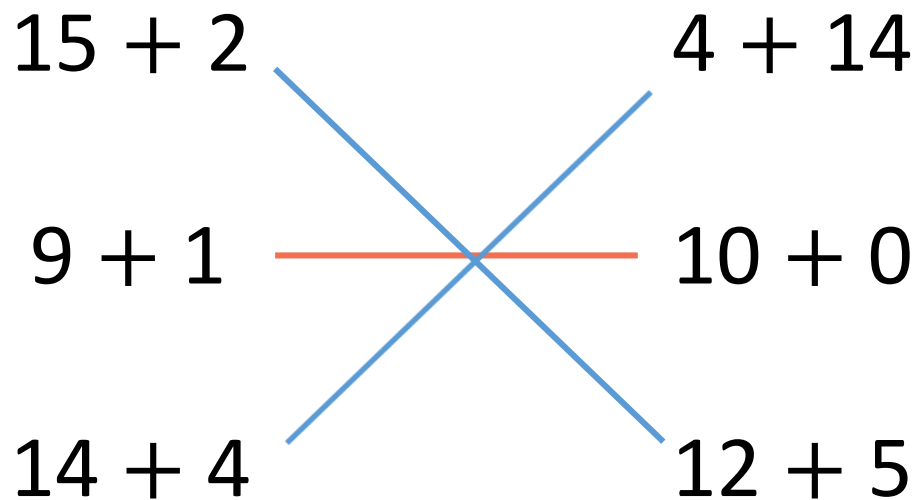
$$15 + 3 = \boxed{18}$$



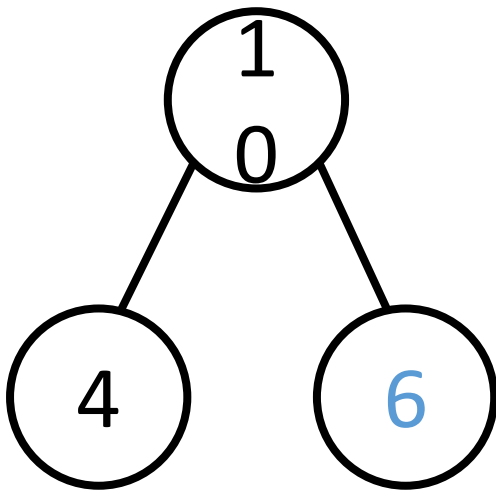
$$15 - 3 = \boxed{12}$$



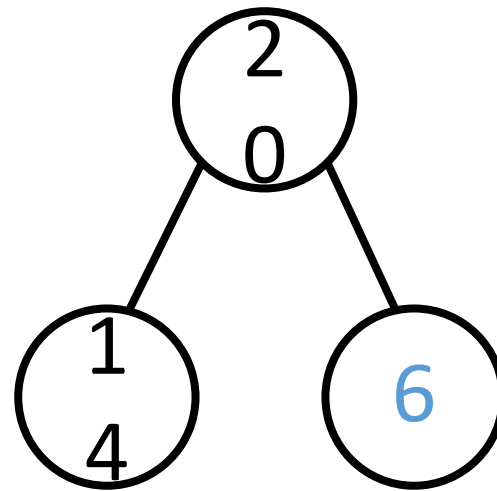
Join the calculations with the same total.



Complete the part-whole models.

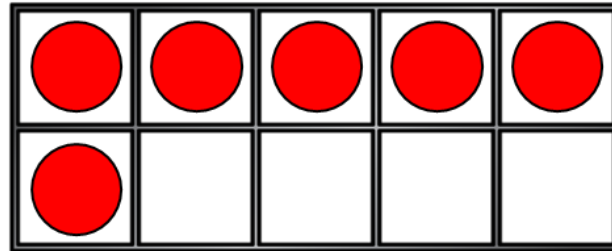
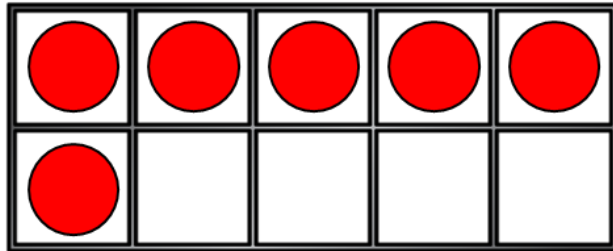


$$10 = 4 + \boxed{6}$$



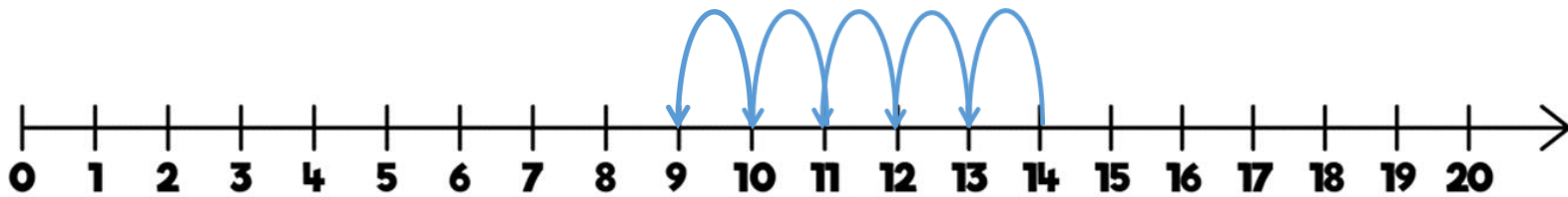
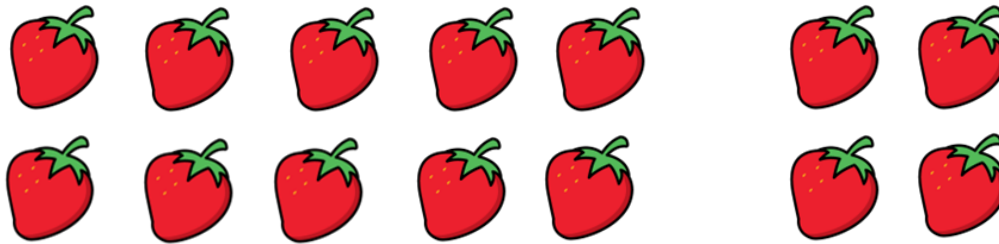
$$20 = 14 + \boxed{6}$$

What is double 6?



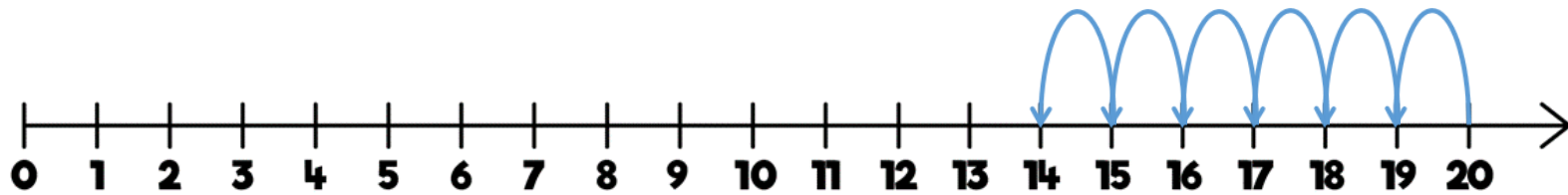
Double 6 is 12

Sam had 14 strawberries.  
She ate 5  
How many are left?



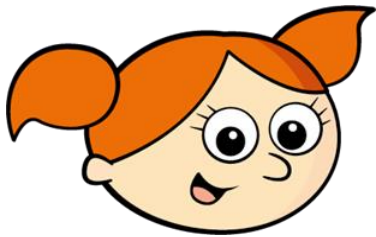
$$14 - 5 = \boxed{9}$$

Use the number line to show  $20 - 6$



$$20 - 6 = \boxed{14}$$

Complete.

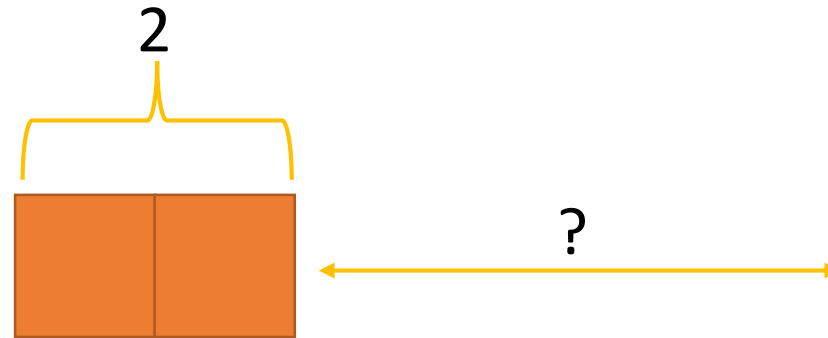
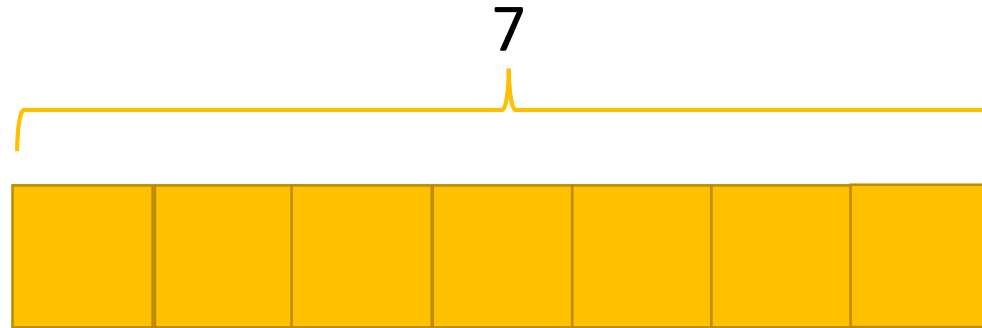
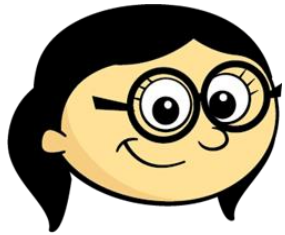


Jack has

3

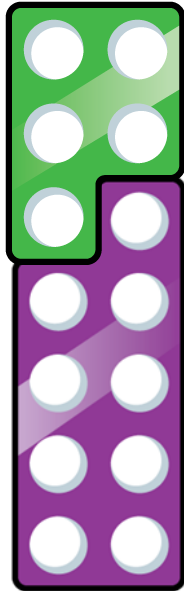
fewer flowers than Alex

Complete.



Annie has 5 more blocks than Max.

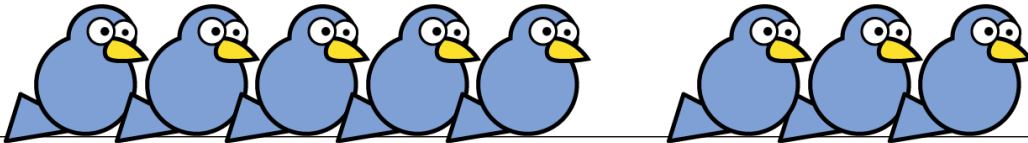
Complete.



$$9 + 5 = 14$$

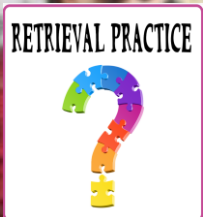
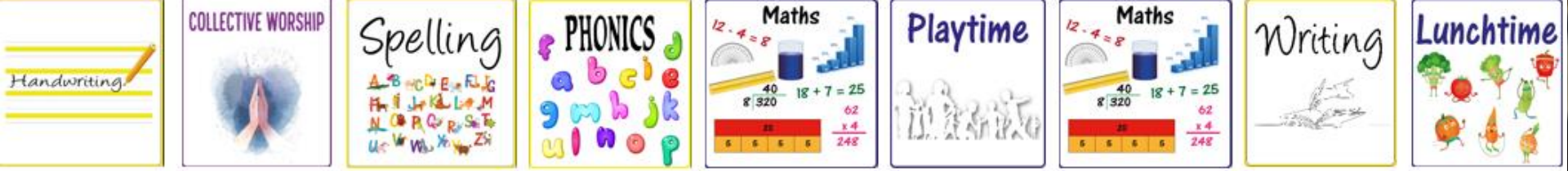
$$14 - 5 = 9$$

There were 14 birds.  
Some flew away. Now there are 8 birds.



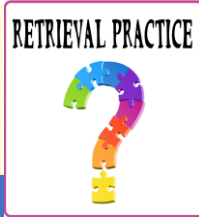
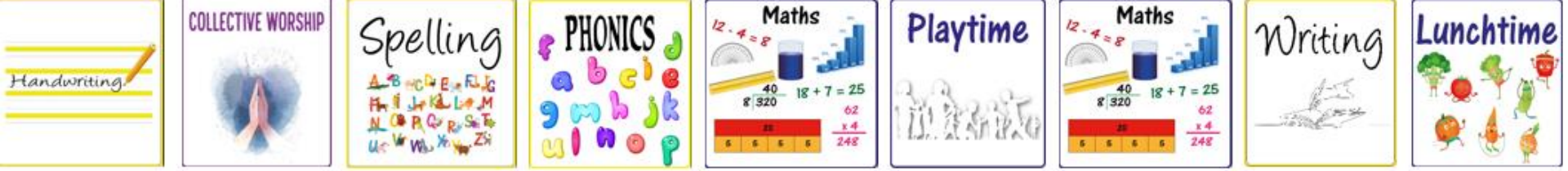
How many birds flew away?

6 birds flew away.

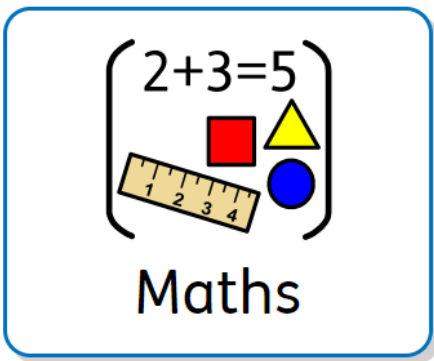


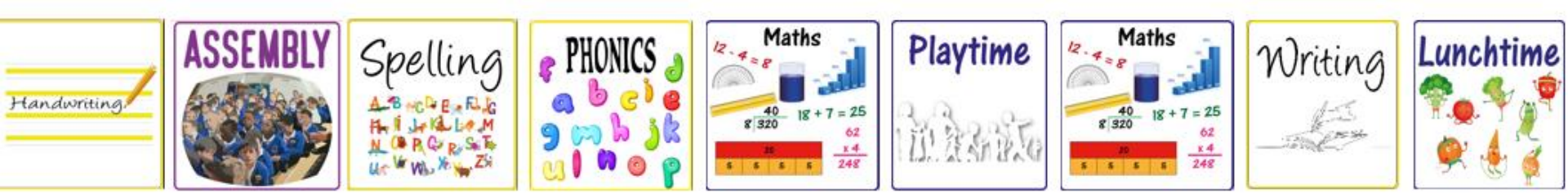
Breaktime  
10.30-10.45



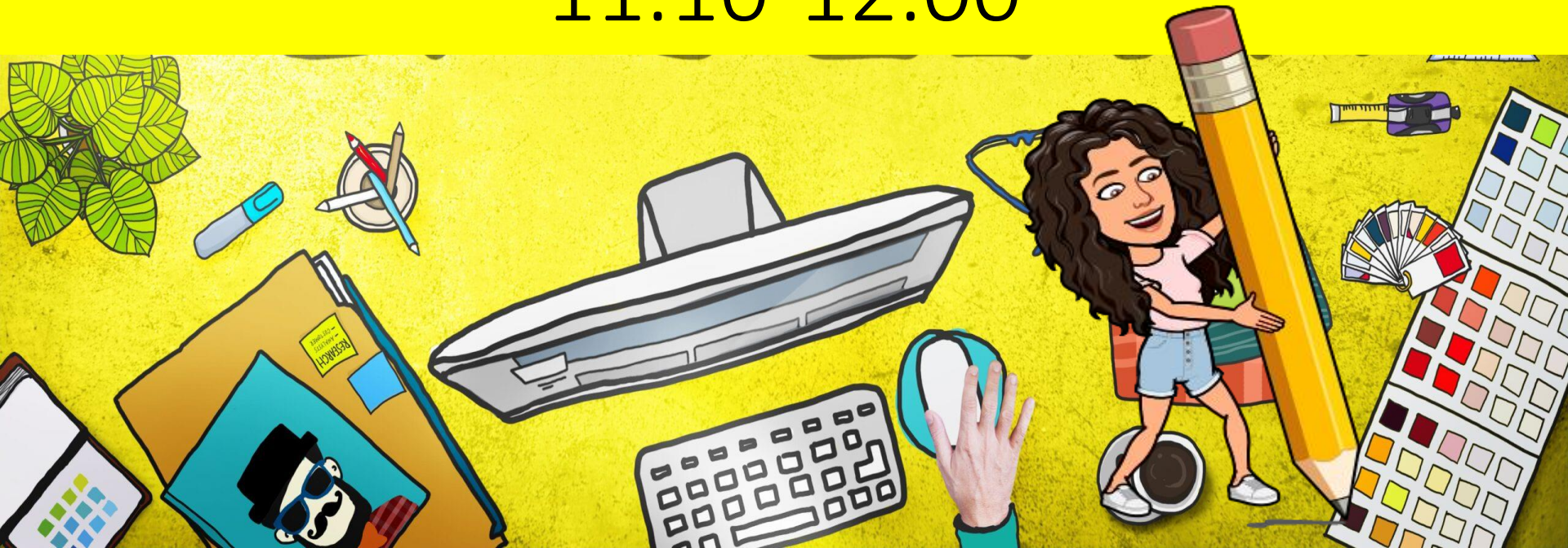


# Finish Maths-Assessment 10.45-11.10





# English Writing 11.10-12.00

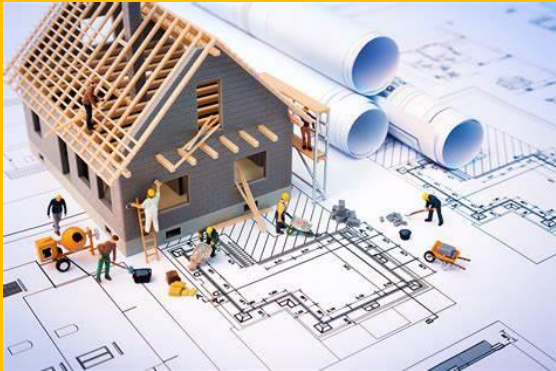


# The Three Little Wolves

## Instructions

### Autumn 2

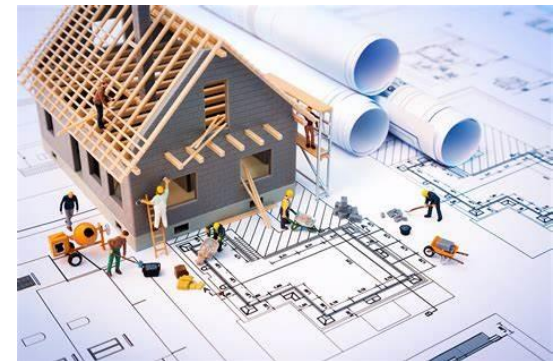
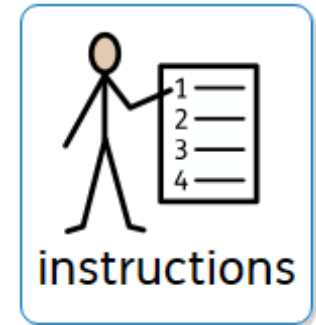
### Lesson 3: SPAG



## Success Criteria:

- I know that a plural means 'more than one'.
- I know that plural words have to end with a 's'. I know the capital letter is at the start of a sentence and a full stop is at the end.
- I can write simple words or sentences correctly with plurals.

- **capital letter.**
- **full stops**
- **list of equipment or materials**
- **steps in order**
- **specific adverbials.**
- **plural suffixes - s**
- **verbs**

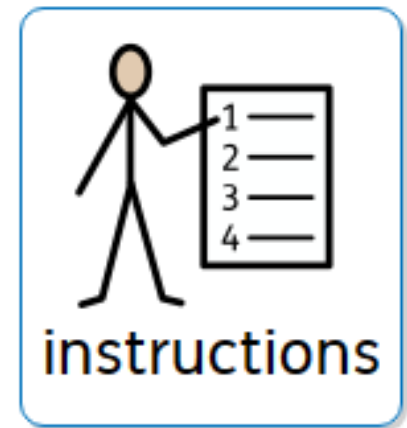


## Let's read some instructions and discuss what features you spot

### How to build a house

#### **Equipment**

Bricks, concrete, trowel, bucket

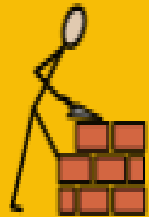


1. First, mix the concrete in a bucket with water.
2. Next, pour a line of concrete on the ground.
3. Then place the first row of bricks on the concrete.
4. After, spread concrete on top of the row of bricks.
5. Now, keep adding rows of bricks until the walls are high.
6. Finally, let the concrete dry and become hard.

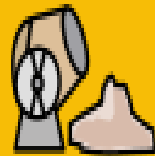
- Title, equipment and question
- Steps in order
- specific adverbials
- Plural suffixes-'s'
- verbs
- begin a sentence with a capital letter
- use full stops to demarcate sentence
- Key vocabulary

**Do you like your new house?**

# Key Vocabulary



build



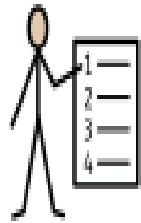
concrete



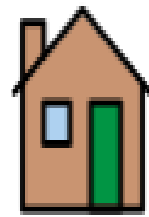
equipment



bricks



instructions



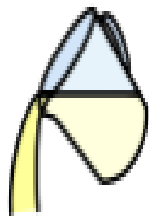
house



trowel



bucket



pour



mix



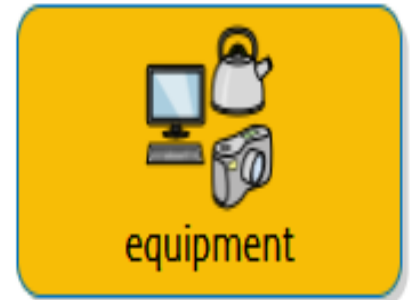
spread



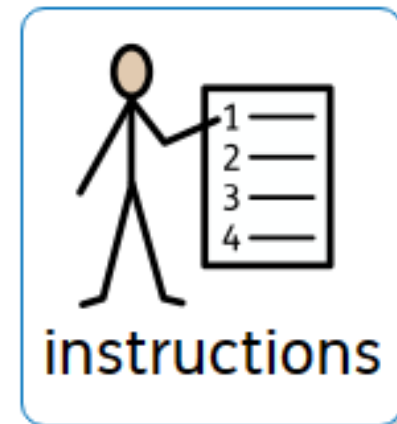
place

# equipment (noun)

*A list of objects or materials we need to make something*

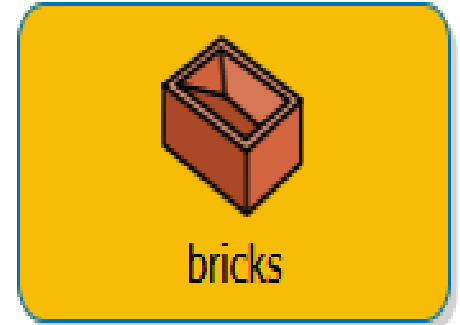


Our **equipment** is bricks and concrete.

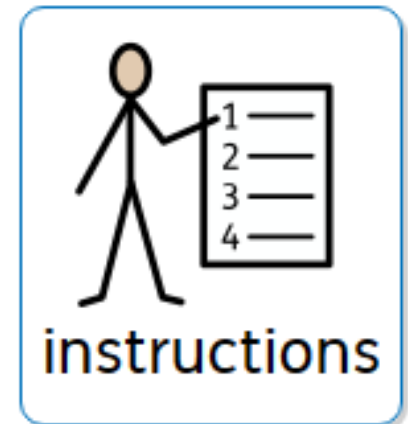


## bricks (noun)

*A hard, strong, small, rectangular object used for building houses*



Place the **bricks** on top of the concrete.



Let's do this!

Which is the odd one out?

b

e

h

i

m

q

t

M

B

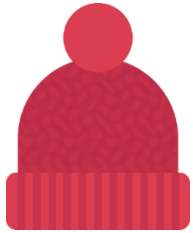
T

Q

E

H

A \_\_\_\_\_ **noun** is a naming word for people, places and things.



hat



teddy



boat



girl

We say it!

\_\_\_\_\_ **nouns** are used to give the name of a person or place.  
We also use them for days of the week and months of the year.



Dudley  
Castle



Friday



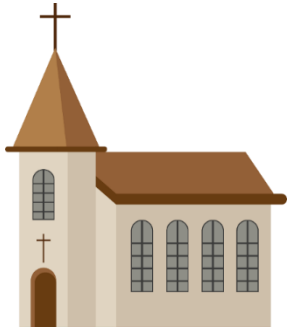
Jane



May

Wednesday!

Some nouns are **singular**.



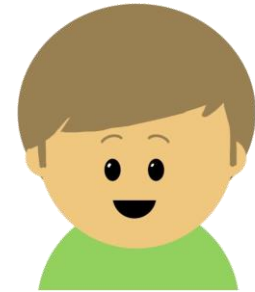
church



football



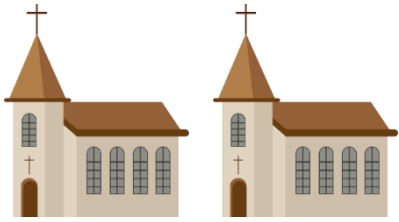
bus



boy

This means there is only **one** of them.

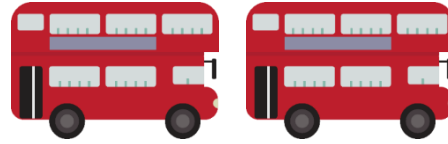
Some nouns are **plural** which means there is **more than one** of them.



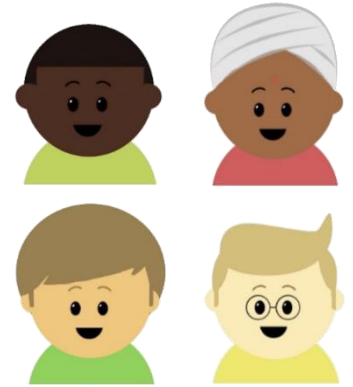
churches



footballs



buses



boys

They usually end in 's' or 'es'.

Match the singular nouns to their plurals.



frog

bus

hat

bush

hats

bushes

frogs

buses



Which sentences have only used singular nouns?

1. I met up with my friends.
2. Darcey had a big cupcake.
3. Caleb drank two cups of tea.
4. Millie asked for a snack.



Where are the plural nouns in these sentences?

**1.** The moon and stars are in the sky.

**2.** Owls and bats fly at night.

**3.** We need torches to see in the dark.

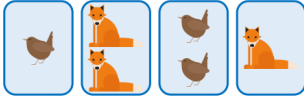


## Independent Task

### Let's showcase our learning

**DU** YR1 PROGRESSION IN MASTERY LESSON PACK - SINGULAR OR PLURAL?

**FLUENCY 1**  
Match the pictures to the singular and plural nouns.




foxes   bird   fox   birds

**FLUENCY 2**  
Circle the singular nouns.

house   dishes   cup   brushes  
cups   brush   dish   houses

**FLUENCY 3**  
Circle the plural nouns in the sentences.

- Put your toys in the big box. 
- My friends will help me.
- Asha picked up her dolls.
- She looked at the dresses.

**FLUENCY 4**  
Tick to show which sentences have used singular nouns.

- We put our bags on the hooks.
- I need a new pencil.
- That is my reading book.
- I have got two crayons.

**FLUENCY TASKS**

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**DU** YR1 PROGRESSION IN MASTERY LESSON PACK - SINGULAR OR PLURAL?

**REASONING 1**  
Marion has sorted the nouns into the table.

Singular	Plural
bee	dogs
pig	hen

Explain and correct the mistake he has made.

**REASONING 2**  
Always, Sometimes or Never?

Plural nouns end with 'es'.

Prove it!

**REASONING 3**  
Odd One Out!

pots   bus   pans  
mugs   spoons

Convince me!

**REASONING 4**  
Allie says he has used both a singular and a plural noun in his sentence.

The boy picked some flowers.

Is he correct? Explain how you know.

**REASONING TASKS**

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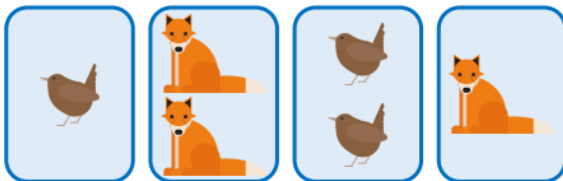
# Plural Words Tasks



## YR1 PROGRESSION IN MASTERY LESSON PACK - SINGULAR OR PLURAL?

### FLUENCY 1

Match the pictures to the singular and plural nouns.



foxes

bird

fox

birds

### FLUENCY 2

Circle the singular nouns.

house

dishes

cup

brushes

cups

brush

dish

houses

### FLUENCY 3

Circle the plural nouns in the sentences.

1. Put your toys in the big box.
2. My friends will help me.
3. Asha picked up her dolls.
4. She looked at the dresses.



### FLUENCY 4

Tick to show which sentences have used singular nouns.

1. We put our bags on the hooks.
2. I need a new pencil.
3. That is my reading book.
4. I have got two crayons.



# Plural Words Tasks



## YR1 PROGRESSION IN MASTERY LESSON PACK - SINGULAR OR PLURAL?

### REASONING 1

Marlon has sorted the nouns into the table.



Singular	Plural
bee	dogs
pig	hen

Explain and correct the mistake he has made.

### REASONING 2

Always, Sometimes or Never?

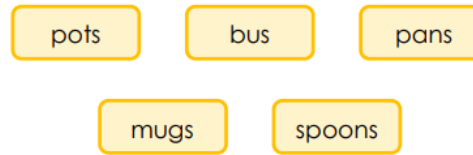


Plural nouns end with 'es'.

Prove it!

### REASONING 3

Odd One Out!



Convince me!

### REASONING 4

Alfie says he has used both a singular and a plural noun in his sentence.



The boy picked some flowers.

Is he correct? Explain how you know.

REASONING TASKS



# Plural Words Tasks- Miss Cashmore's Group

Sort the nouns into the table.

apples

table

sweets

car

Singular	Plural

brushes

pen

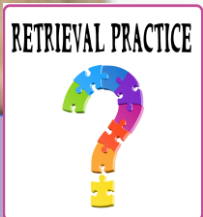
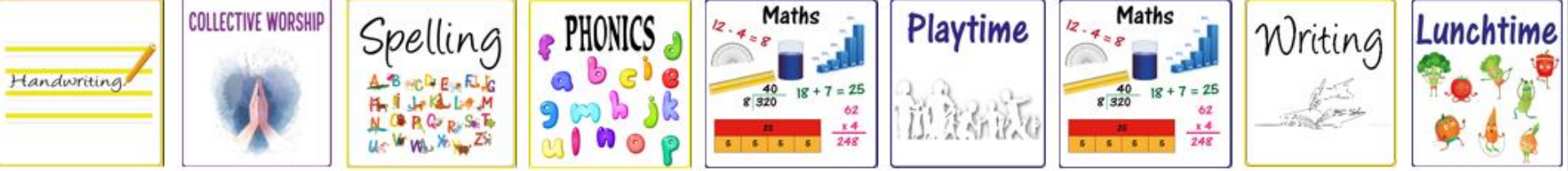
tiger

classes

True or False?

All words that  
end in 's' are  
plural.





# Toileting and Lunchtime 11.50-12.40



BIG Maths



Science



Active 15



Science



basic skills English

Library



Home Time



# Big Maths 12.40-1.00

**Big**  
Maths





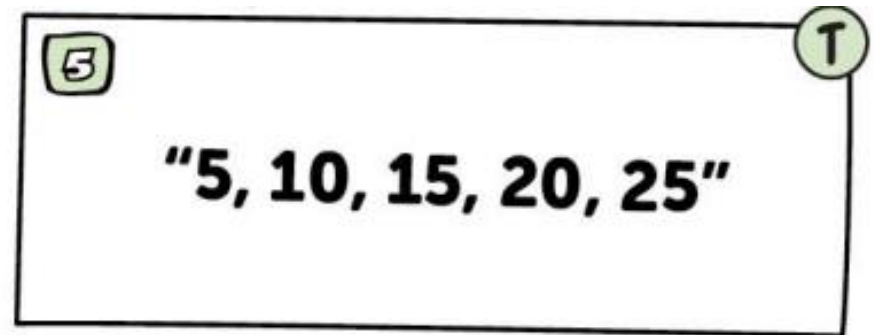
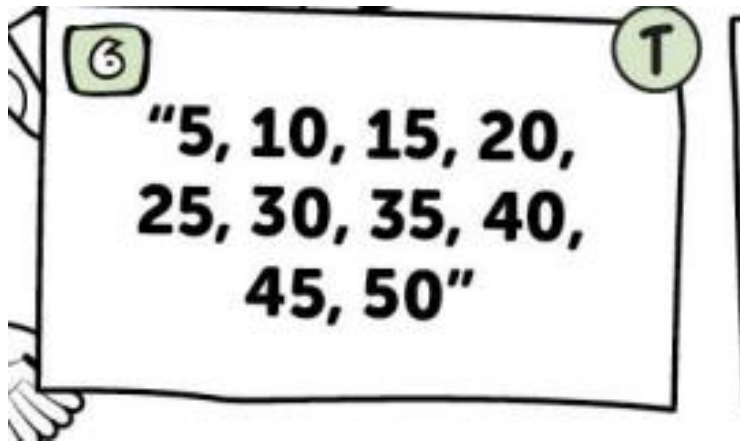
C = Counting

L = Learn Its

I = It's Nothing New (INN)

C = Calculation

# C = Counting





# Paint the Squares

Press **Esc** to exit full screen



## Select a chart

1 to 10

1 to 50

1 to 20

1 to 100

1 to 30

1 to 120

Decimals

-100 to 1

These charts can be configured further on the game screen

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

# L = Learn Its

Step 1

$1 + 1 =$

$2 + 2 =$



Step 2

$4 + 4 =$

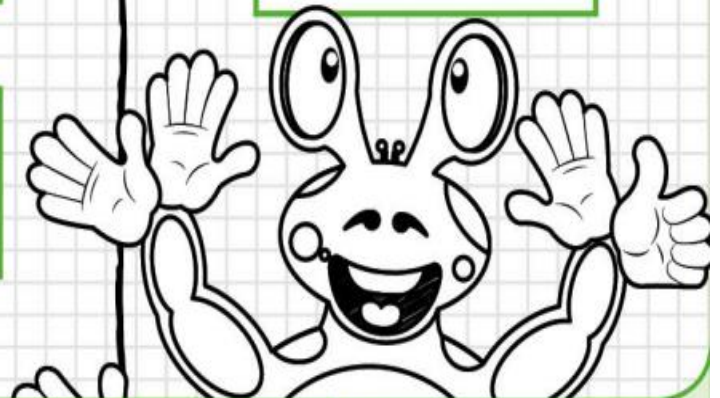
$3 + 3 =$

$5 + 5 =$

Step 3

$2 + 3 =$

$2 + 1 =$



**I** = It's Nothing New (INN)

**Step  
1**

**Doubling With Pim  
(Without Crossing 10)**

I can double 1d numbers

**This is PIM**

*PIM can  
help us  
understand  
doubling!*



**He is an  
alien from  
the planet  
CLIC**



1 cat and  
1 cat is ...

2 cats

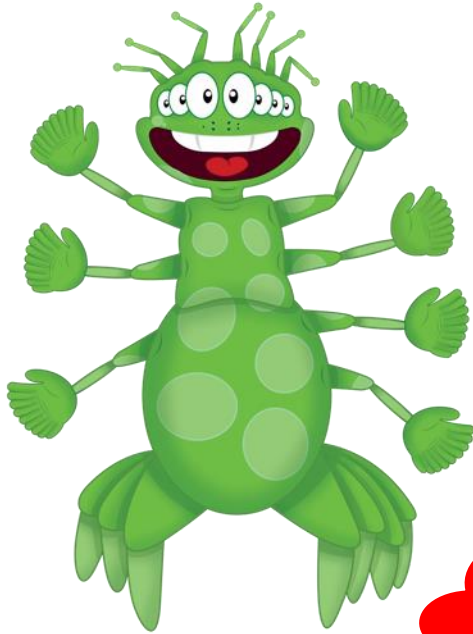
*How do  
you know?*



1  
cat



1  
cat



**Double 1  
cat is ..  
2 cats**

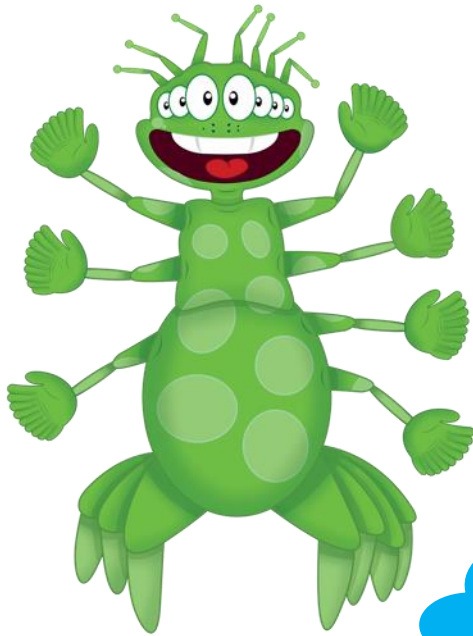
*How do  
you know?*



**1  
cat**



**1  
cat**



1 duck and  
1 duck is ...

2 ducks

How do  
you know?



1

duck



1

duck



**Double 1  
duck is ...  
2 ducks**

*How do  
you know?*



1

duck



1

duck



1 ball and  
1 ball is ...

2 balls

*How do  
you know?*



1  
ball



1  
ball



**Double 1  
ball is ...  
2 balls**

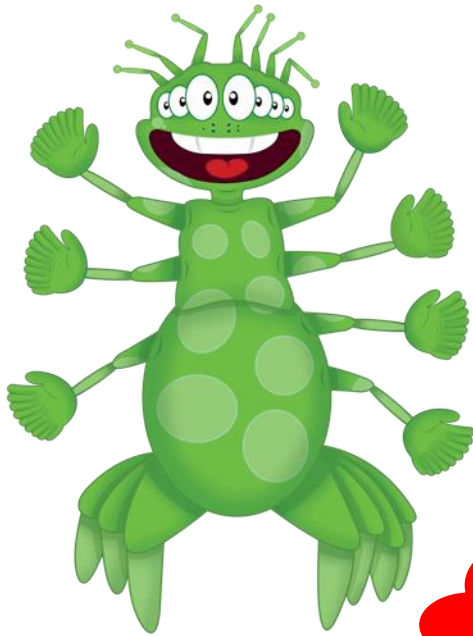
*How do  
you know?*



**1  
ball**

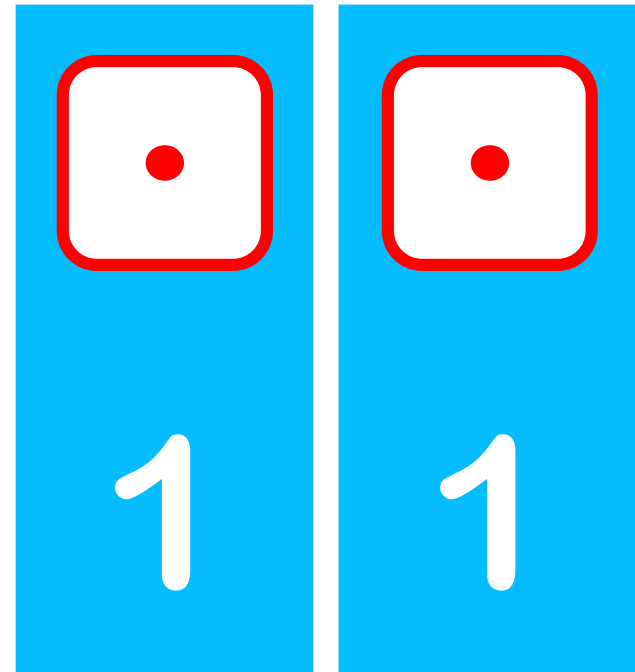


**1  
ball**



1 and 1  
is 2

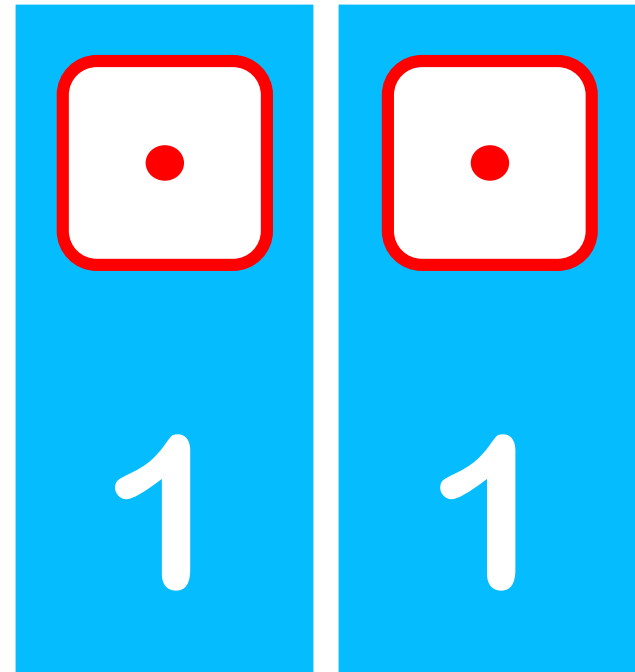
How do  
you know?





$$1 + 1 = 2$$

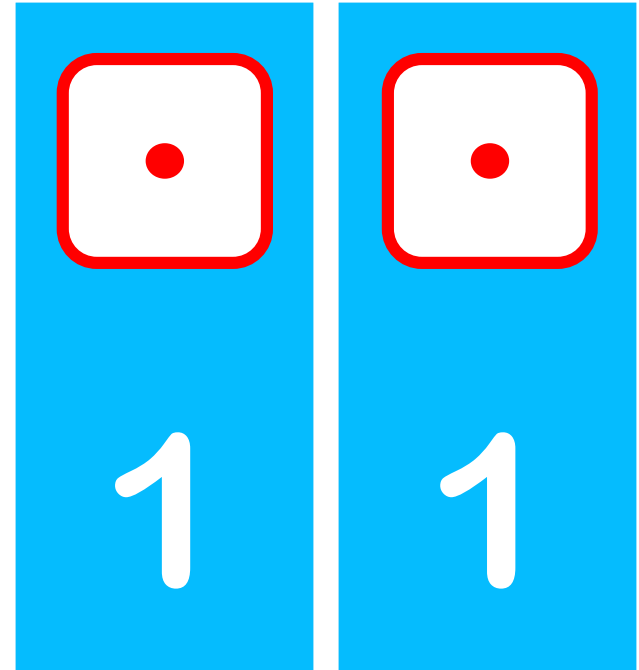
How do you know?

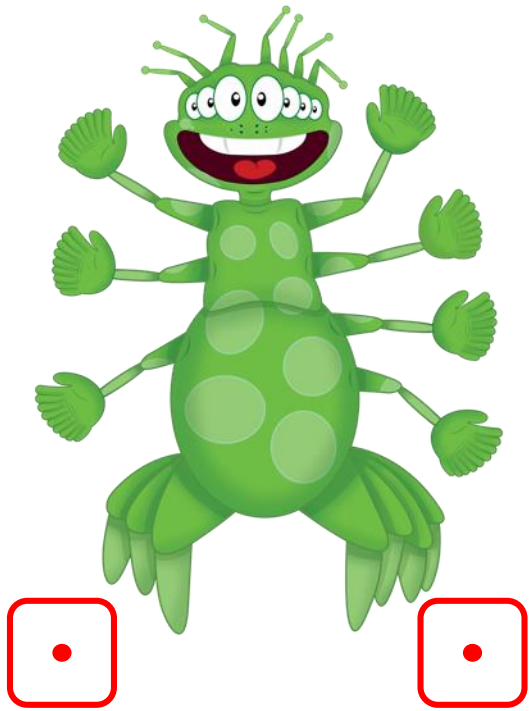




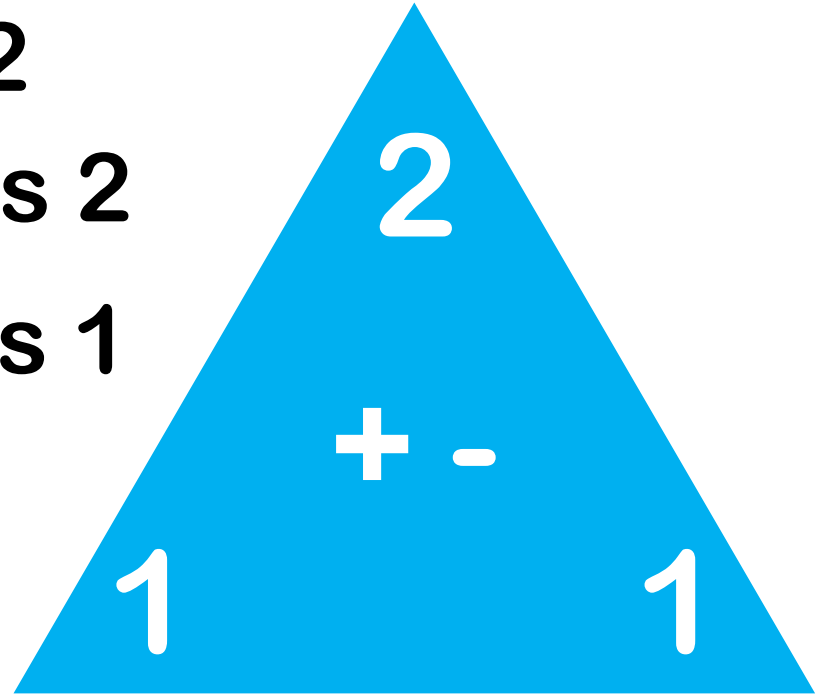
**Double  
1 is 2**

*How do  
you know?*





$1 + 1 = 2$   
Double 1 is 2  
Half of 2 is 1





2 cats and  
2 cats is ...

4 cats

How do  
you know?



2  
cats



2  
cats

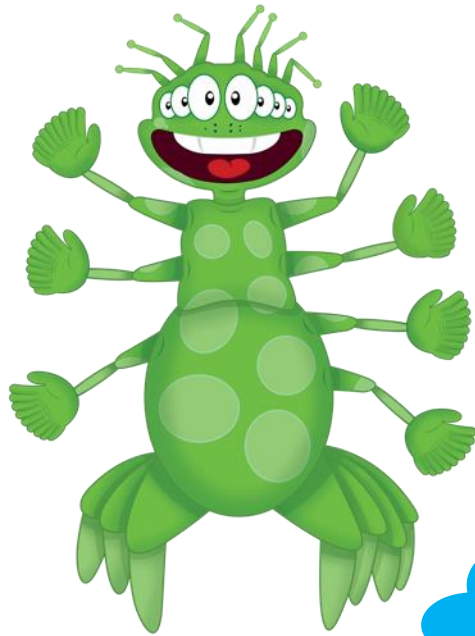


Double  
2 cats is ...

4 cats

How do  
you know?

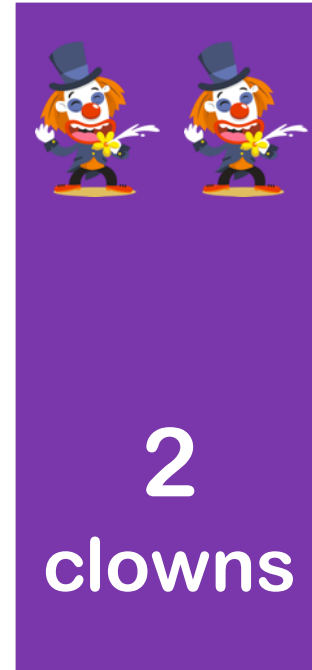
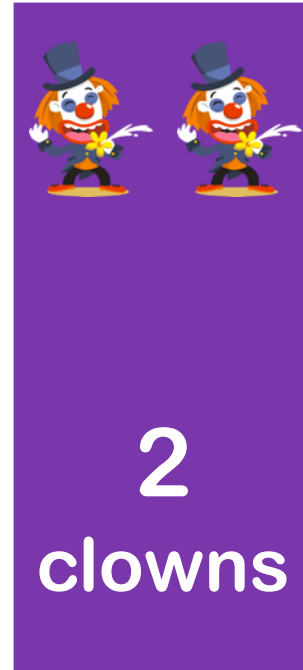


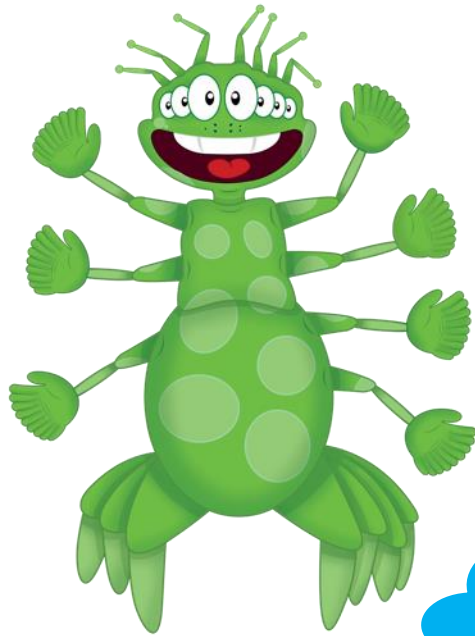


2 clowns and  
2 clowns is ...

4 clowns

*How do  
you know?*

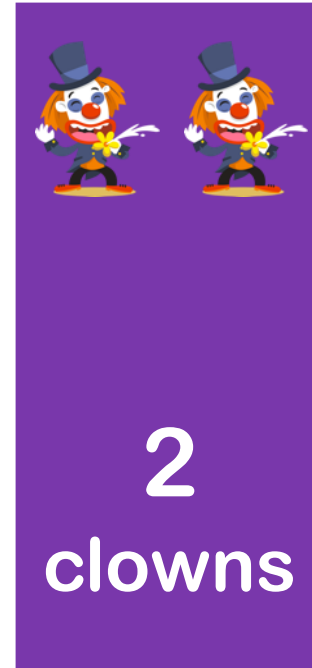
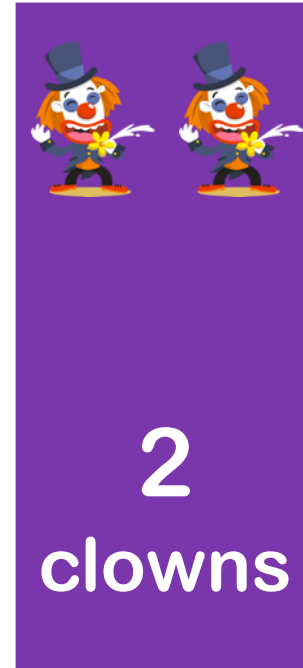




Double  
2 clowns is ...

4 clowns

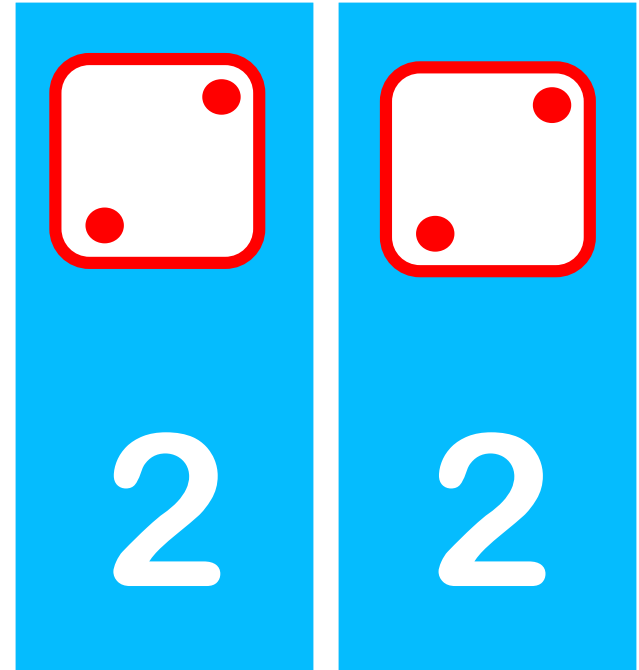
How do  
you know?

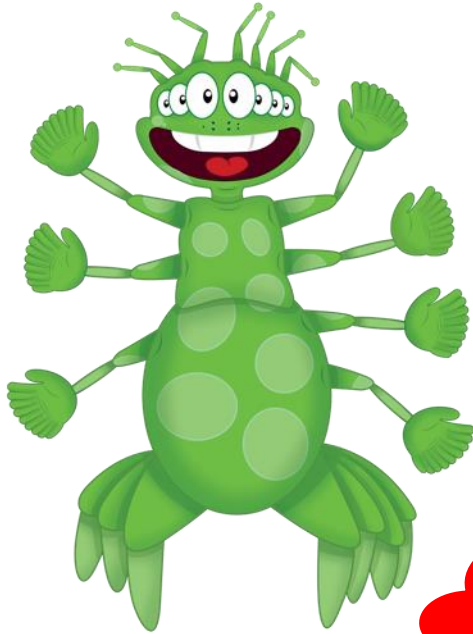




2 and 2  
is 4

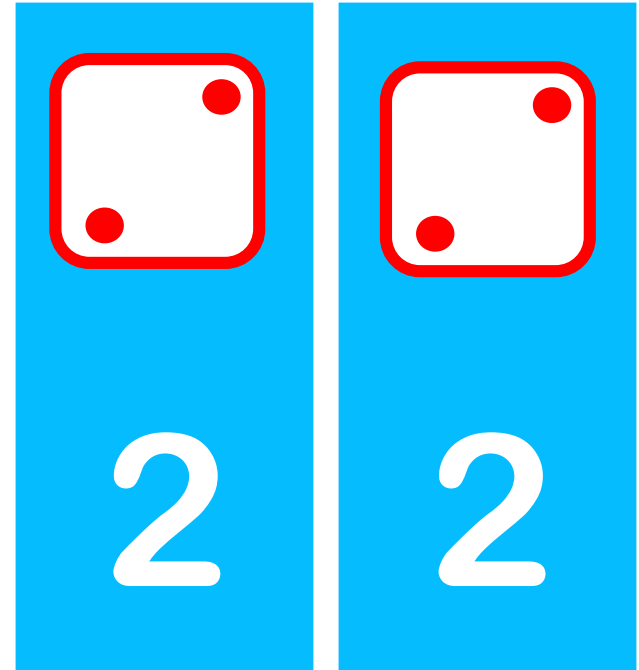
How do  
you know?





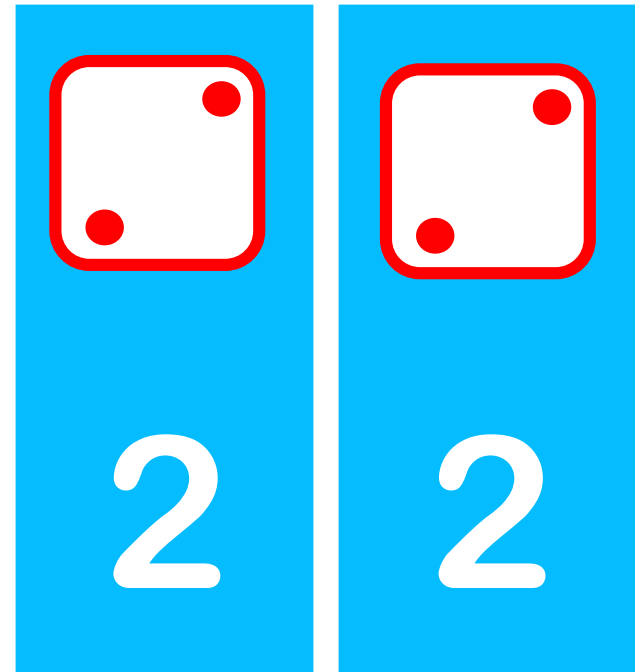
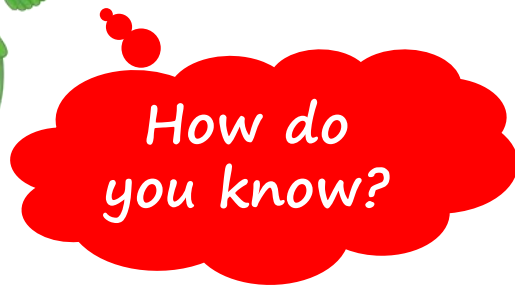
$$2 + 2 = 4$$

How do you know?





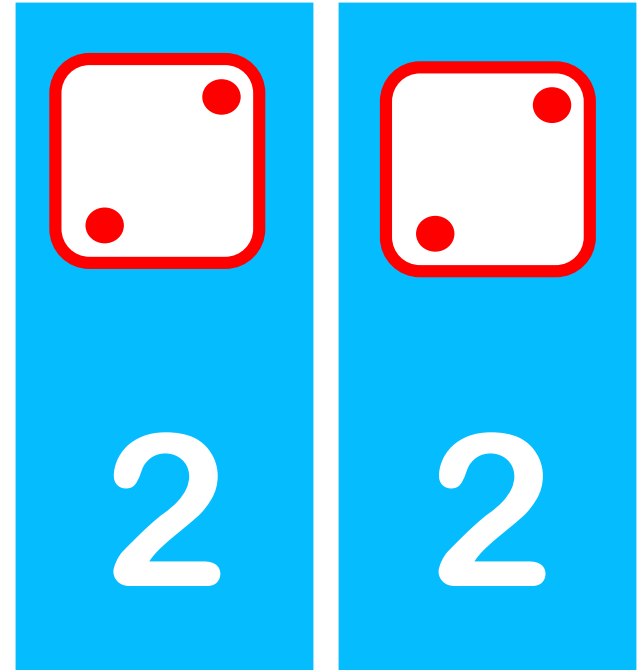
**Double  
2 is 4**

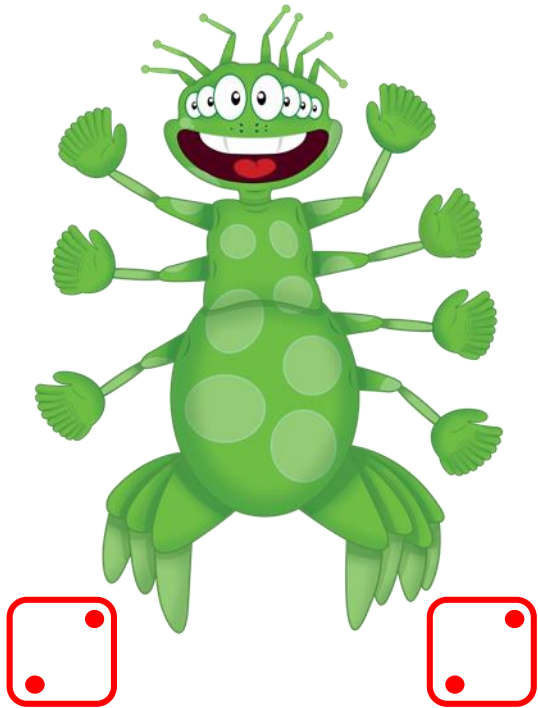




Half of  
4 is 2

How do  
you know?

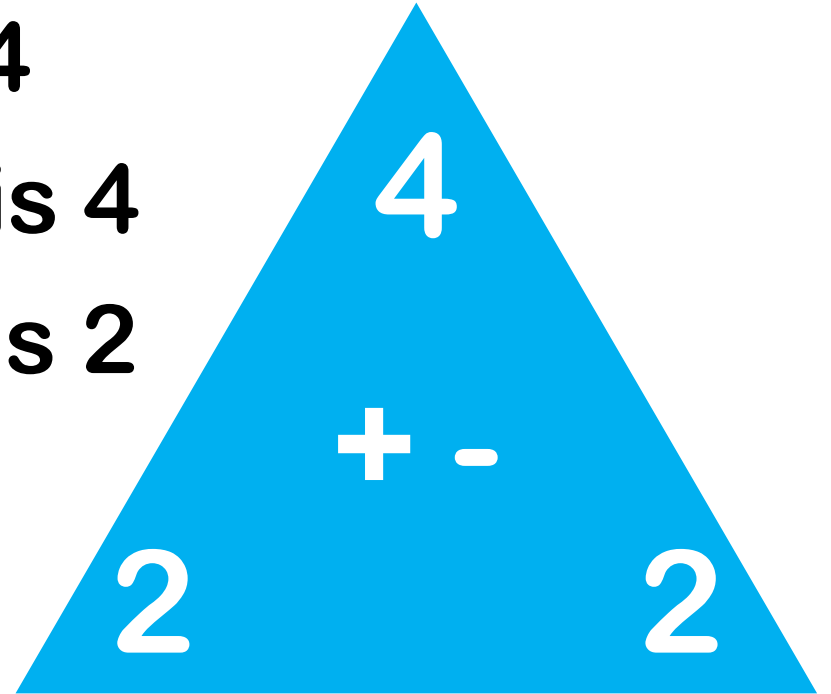




$$2 + 2 = 4$$

Double 2 is 4

Half of 4 is 2



# C = Calculation

## Remember To:

- find out how many there are in the larger group
- count on from the larger group
- count on each one carefully

Step  
5

Addition

I can add numbers of objects to  
10

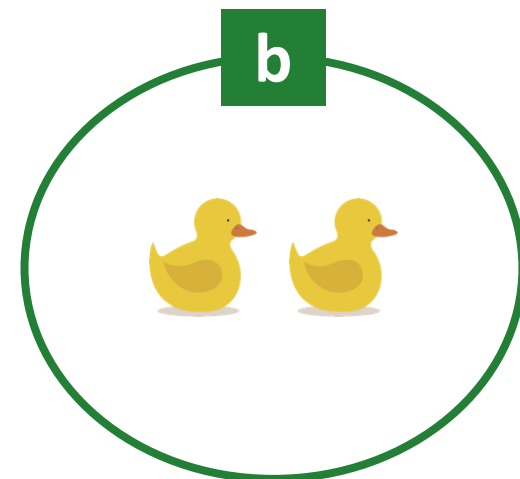
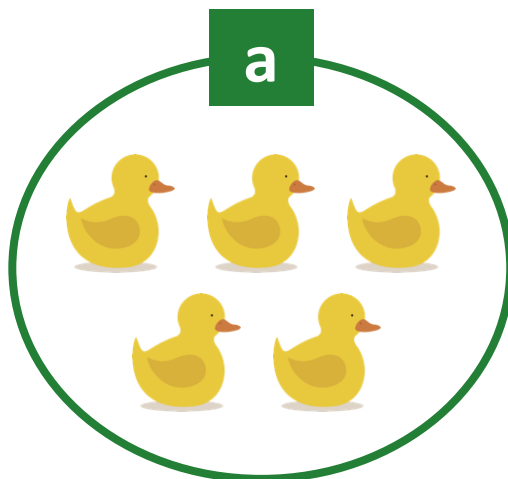




**Get your  
whiteboards  
ready!**

## Remember To:

- find out how many there are in the larger group
- count on from the larger group
- count on each one carefully



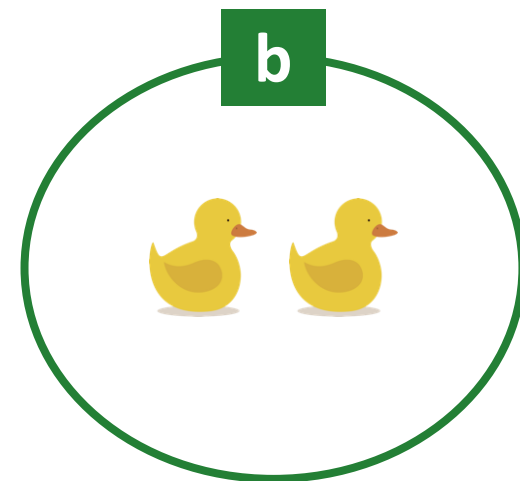
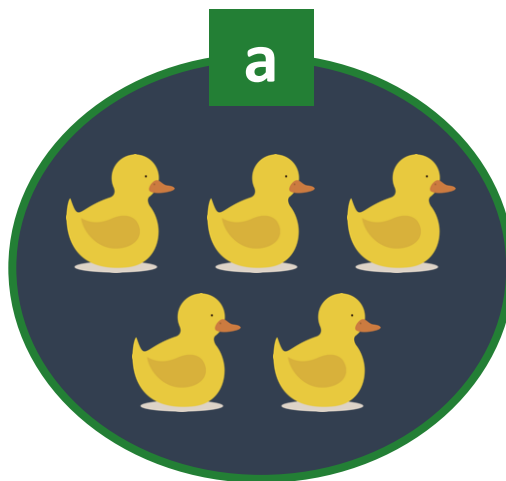
**Count them all!**

**How many altogether?**



## Remember To:

- find out how many there are in the larger group
- count on from the larger group
- count on each one carefully



**Count them all!**

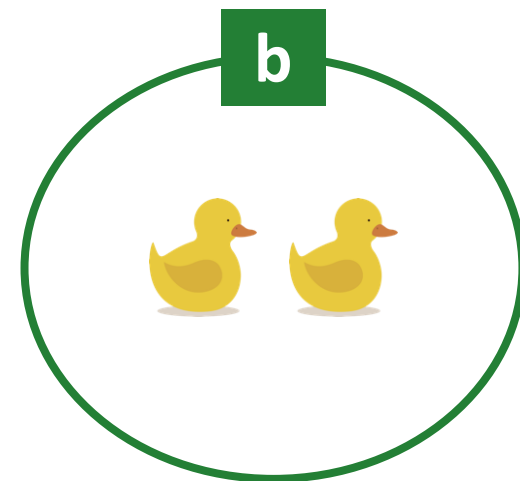
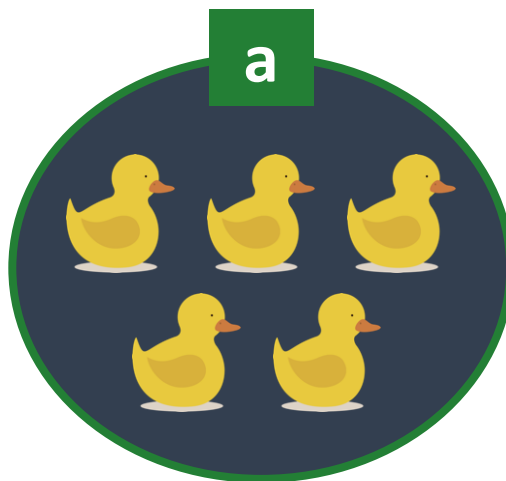


How many altogether?



## Remember To:

- find out how many there are in the larger group
- count on from the larger group
- count on each one carefully



**Count them all!**

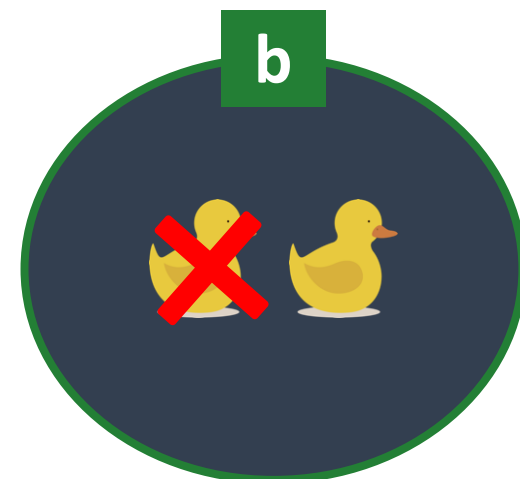
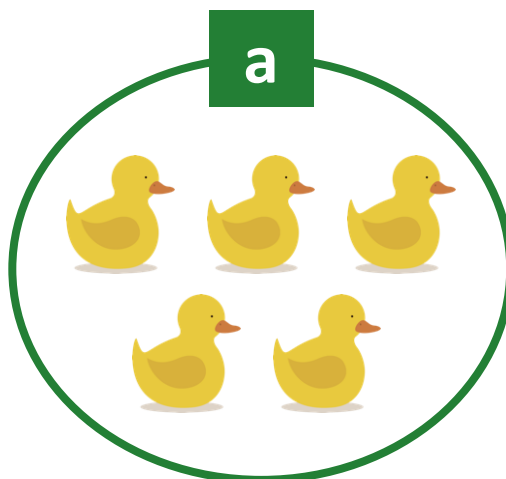
1 2 3 4 5 6 7 8 9 10

How many altogether?



## Remember To:

- find out how many there are in the larger group
- count on from the larger group
- count on each one carefully



Count them all!

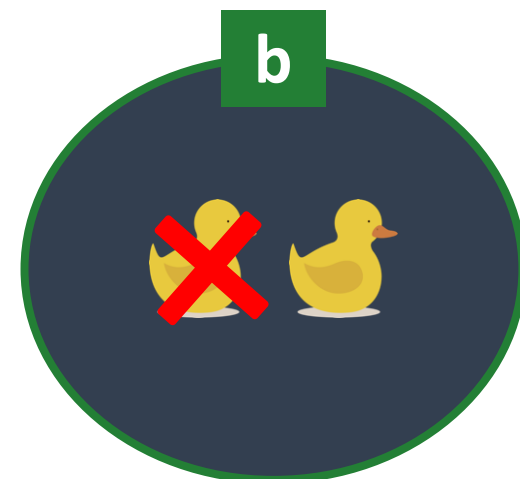
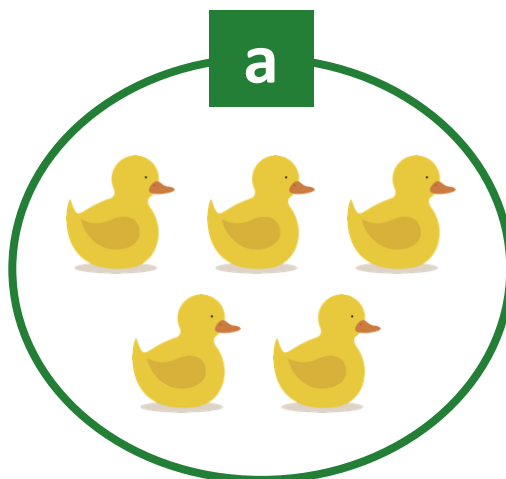
1 2 3 4 5 6 7 8 9 10

How many altogether?



## Remember To:

- find out how many there are in the larger group
- count on from the larger group
- count on each one carefully



Count them all!

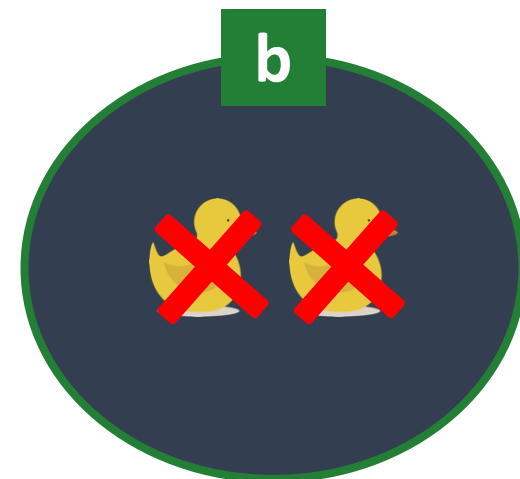
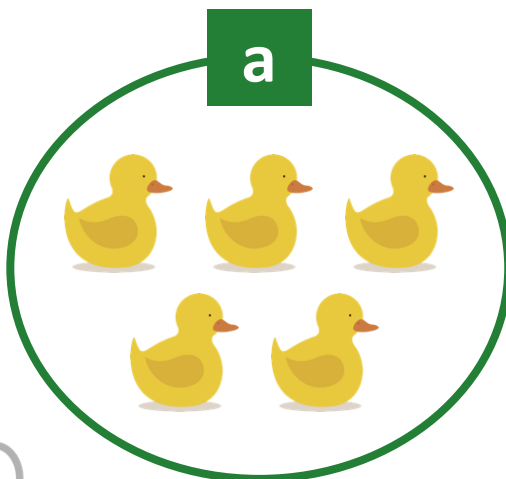
1 2 3 4 5 6 7 8 9 10

How many altogether?



## Remember To:

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Count them all!

1 2 3 4 5 6 7 8 9 10

How many altogether?





# Science - Lesson 1

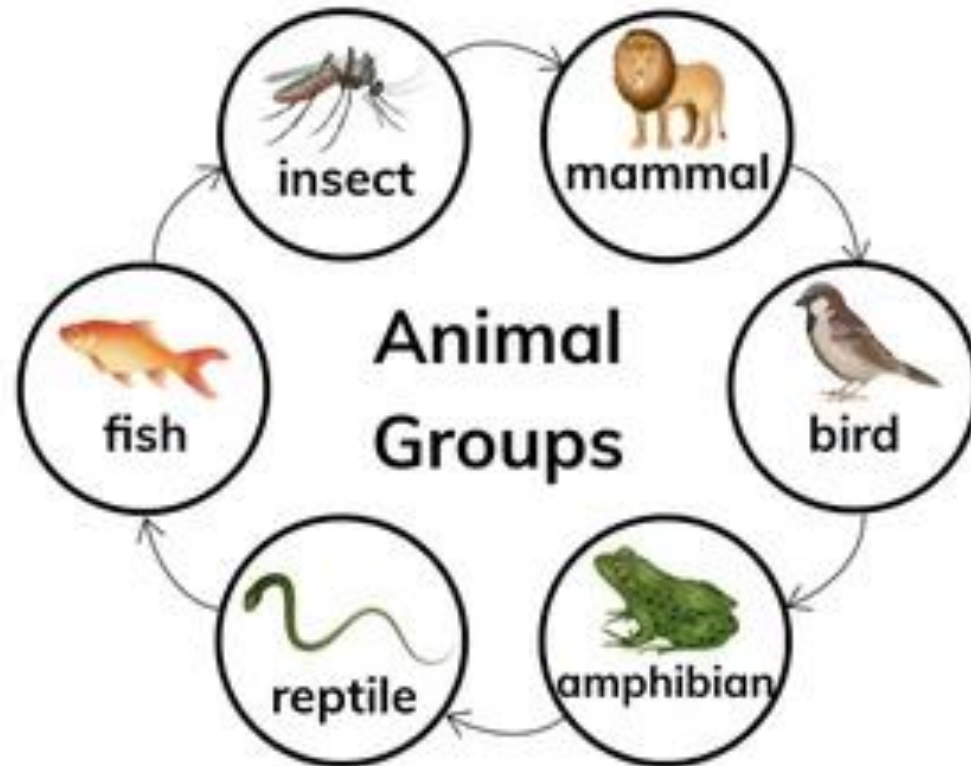
## Animals

### 1.00 - 1.45



Year 1  
Autumn 2  
Lesson 2

# Grouping Animals





### Lesson Series

1. Amazing Animals (Introduction to Animals)
2. Grouping animals: Fish, amphibians, reptiles, birds and mammals
3. Grouping animals: carnivores, herbivores and omnivores
4. Animals as pets
5. Describing animals
6. Assessment

### National Curriculum Coverage

- 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) (NC Yr1)

### What you need to know

- *An animal is a living organism that moves around and breathes.*
- *Unlike plants, animals do not make their own food. They must eat other plants and/or animals in order to survive.*
- *Animals that eat other animals are called carnivores (e.g fox, lion, and hawk)*
- *Animals that eat only plants are called herbivores (e.g. sheep, cow and horse)*
- *Animals that eat both other animals and plants are called omnivores, (e.g. humans, monkeys, badgers, wild dogs)*
- *Animals live in habitats that meet their needs in terms of shelter, water and food. Many animals adapt to live successfully in their environment.*
- *Animals can be group according to their features e.g. **birds**: have feathers, born from hard-shelled eggs, **fish**: live in water, have gills, scales, fins, **amphibians**: born in water with gills, grow up to develop lungs, **reptiles**: cold blooded, scaly skin, born on land, **mammals**: warm blooded, give birth to live young, produce milk. All mammals have fur, even whales and dolphins have hair follicles on parts of their bodies, even though we don't think of them as furry.*

# Year 1 Science

## Animals and their needs

### KEY VOCABULARY

Animal

A **living thing** that moves and breathes

Mammal

A warm-blooded animal, with a **backbone**, that has hair or fur. Most mammals live on land

Amphibian

A cold-blooded animal that can live in water and on land

Reptile

A cold-blooded animal that breathes air and has dry, scaly skin

Bird

A warm-blooded animal that has feathers, a beak, wings and can usually fly

Fish

An animal with a backbone, but no arms and legs that lives **completely underwater**, has scales and gills

Pet

An animal kept and cared for in a person's home

Omnivore

An animal that eats both other animals and plants

Carnivore

An animal that eats other animals

Herbivore

An animal that eats plants

### Diagram of a Fish



### Diagram of a Bird



### Diagram of a Reptile



Note: Some reptiles have no legs

### A PET NEEDS:



Food



Water



Shelter



Space



Medicine



Love





animal



mammal



bird



fish



amphibian



reptile



pet



carnivore



omnivore



herbivore

Diagram of a Fish

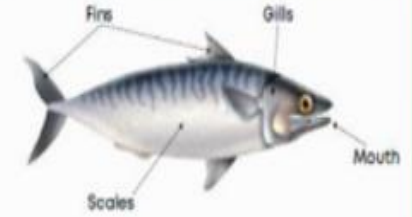


Diagram of a Bird



Diagram of a Reptile



Note: Some reptiles have no legs

A PET NEEDS:



Food



Water



Shelter



Space



Medicine



Love



Year 1 Science

Animals and their needs

# Lesson 2: Grouping Animals



Science  
PKC

## Animals and their needs Lesson 2: Grouping Animals

**PKC**  
Primary Knowledge  
Curriculum

### Teacher Knowledge

This lesson introduces the concept of sorting animals according to their features. Children will understand that scientists group animals according to their features. Scientists look at similarities between different animals and use certain similarities to group them. For example, amphibians spend some of their life underwater and some of their life on land. But amphibians always lay their eggs underwater. Reptiles can also live on land or underwater, but they always lay their eggs on land.

#### Knowledge Objective

Scientists group animals according to their features.

#### Knowledge Goals

Animals can be grouped according to their features.

Amphibians are cold blooded animals that live in water and also on land. They lay eggs underwater.

Mammals are warm blooded animals give birth to live young.

#### Lesson Detail

**Prior Learning:** Use knowledge organiser to recap definitions of key vocabulary covered in previous lesson. Recap animal group names and names of common animals. Can children name several animals from each group? E.g. seagull, blackbird and robin are all birds.

**Vocabulary:** Introduce the vocabulary; explain that sorting means when you start with lots of animals and you look at them all and think; what is the same about these animals? We might decide to sort them into animals that have two legs and animals that have four legs. Grouping is when we decide a number of groups and their criteria, then we put animals into those groups. So we might create a group of mammals, a group of birds, a group of amphibians, then we put animals into the correct groups.

**Teach:** Explain we are going to learn more about amphibians and mammals. Amphibians are cold blooded animals that live in water and also on land. They lay eggs underwater. They can breathe air through their lungs like mammals but they can also 'breathe' underwater. Mammals are warm blooded animals give birth to live young. Most mammals live on land, but whales and dolphins are mammals that breathe air but can swim under water for long periods of time. All mammals need air to breathe. Show many different examples of mammals and amphibians. *Why do you think it might be helpful for scientists to group animals?*

**Talk task:** *What are the differences between mammals and amphibians?*

**Task:** A) Give children images of a range of mammals and amphibians. Ask children to group the animals into two groups, either mammals or amphibians and explain their decision.

B) Record a description of each group and some examples in books. E.g. Amphibians live in water and on land, they lay eggs underwater. Some amphibians are frogs, toads and newts.

**Partner teach/Plenary:** *How is a mammal different to an amphibian?*

**Step for Depth:** *Alex said that pigeons lay eggs so they are amphibians. Why is this not true?*

#### Vocabulary

sorting  
grouping  
features  
legs  
wings  
fur  
tail  
underwater  
air  
amphibian  
mammal

#### Suggested Resources

Images of mammals and amphibians.

# L.O. Grouping animals

## Knowledge Goals



- I can identify mammals.
- I can identify amphibians.
- I can talk about the features of mammals and amphibians.

## Here are today's key words:



sorting



grouping



animals



legs



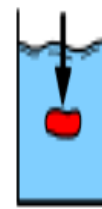
wings



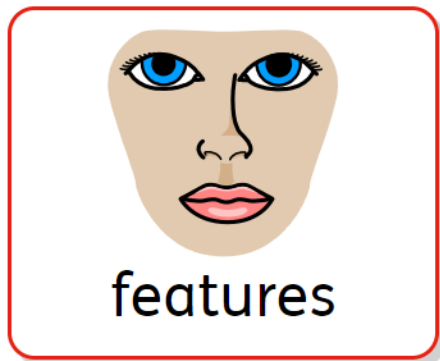
fur



tail



underwater



mammal



amphibian



air

# Prior learning:



Birds: seagull, blackbird, pigeon



Fish: salmon, tuna, goldfish



Amphibians: frog, toad, newt Reptiles: snake, crocodile



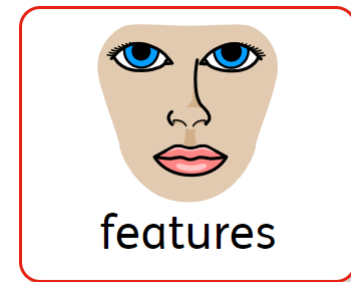
Mammals: human, mouse, lion, dog



Invertebrates: worm, jellyfish, spider

What were the animal groups we learnt about last lesson?





## features

different attributes or differences animals have

## Vocabulary check point



sorting



grouping



animals



legs



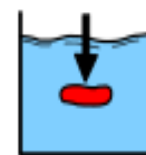
wings



fur



tail



underwater







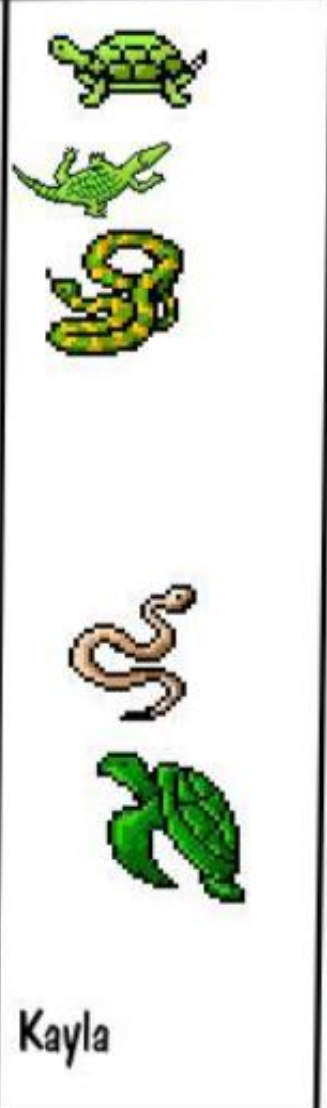

mammal



amphibian

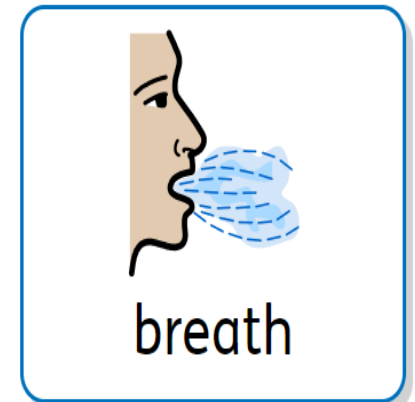
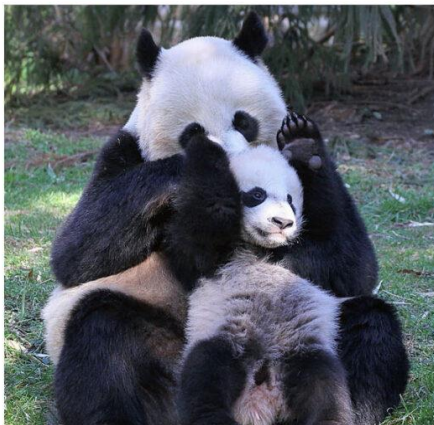


air

Birds	Insect	Fishes	Amphibians	Reptiles	Mammals
				 <p data-bbox="1052 1263 1149 1328">Kayla</p>	

# Teach

An animal is a living thing that moves and breaths. All are different and we can group them by their 

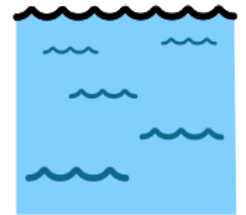


# Teach

Amphibians are cold blooded and can live on land and in the water. They lay eggs underwater.



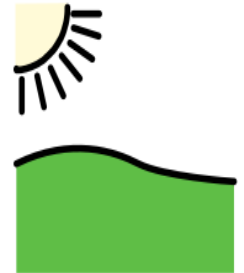
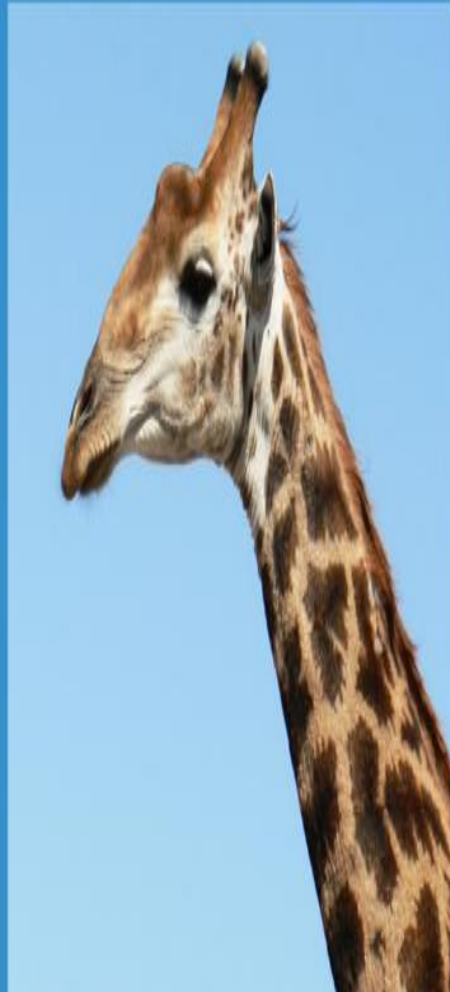
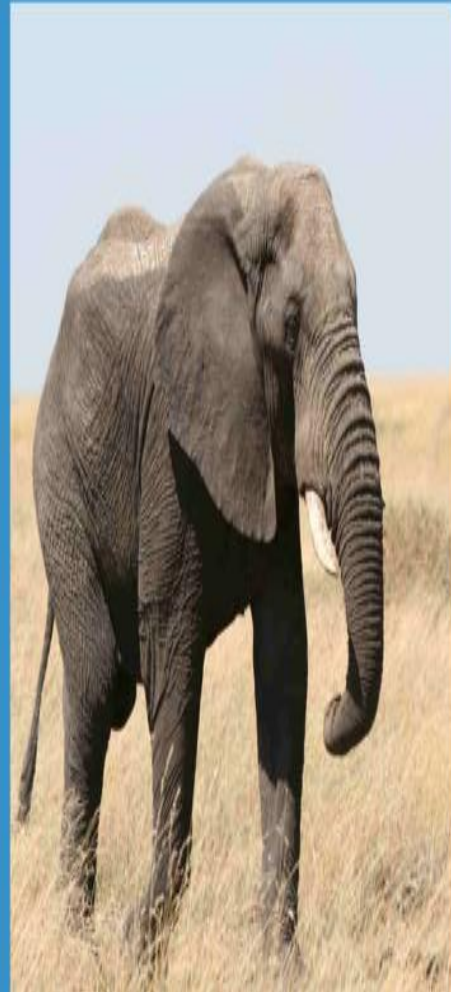
land



water

# Teach

Mammals are warm blooded and can give birth to live young. Most live on land.



land



birth

# What are the differences between mammals and amphibians?

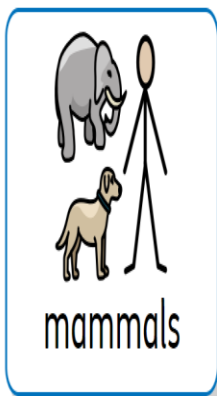
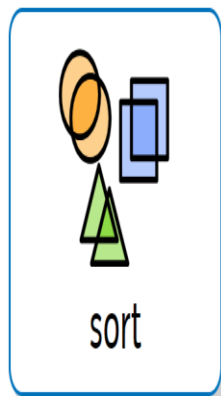


## Knowledge Goals



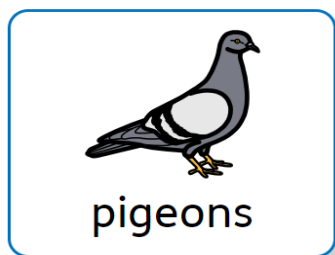
- I can identify mammals.
- I can identify amphibians.
- I can talk about the features of mammals and amphibians.

## Task: Identifying and Classifying task



Sort mammals and amphibians in the table.  
Then write a description of each with features.

## Step for Depth



Alex said that pigeons lay eggs so they are amphibians. Why is Alex incorrect?

# Sentence starters for whole class



A mammal is



Mammals have



An amphibian is



Amphibians have



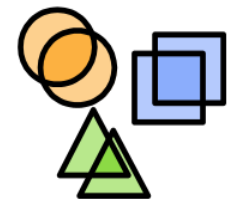
# Adapted task



*Seesaw*



Oral task

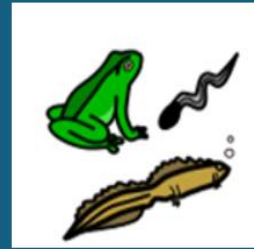


sorting task

# Adapted task

 View Instructions

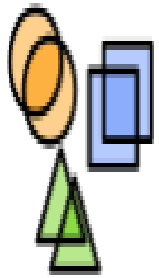
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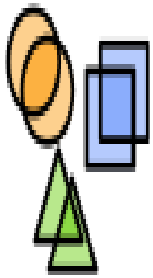
Describe  mammals

Describe  amphibians

# Word Bank



sorting



grouping



animals



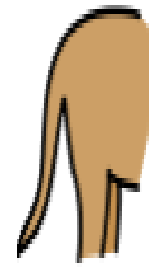
legs



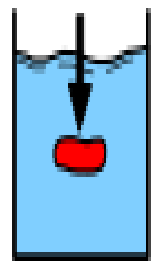
wings



fur



tail



underwater



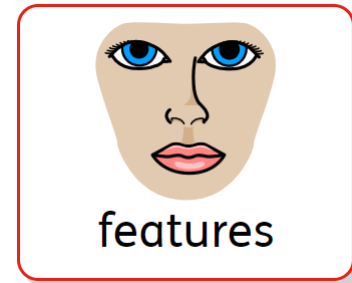
mammal



amphibian

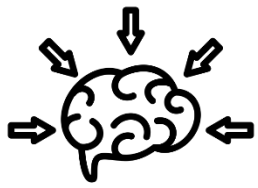


air



features

# Let's review



Knowledge  
goals

- Green pen at the ready.
- Find where you have written about the knowledge goal.
- Tick your work and write KG [number] next to it.
- If you haven't included the Knowledge goal, write the KG number and the goal underneath your work.



- KG1. I can identify mammals.



- KG2. I can identify amphibians.

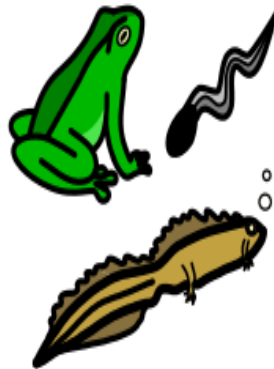


- KG3. I can talk about the features of mammals and amphibians.

How is a mammal  
different to an  
amphibian?



mammals



amphibians



**BIG Maths**



**Science**



**Active 15**



**Science**



**basic skills English**

**Library**



**Home Time**



# Daily Active

## 1.45-2.00



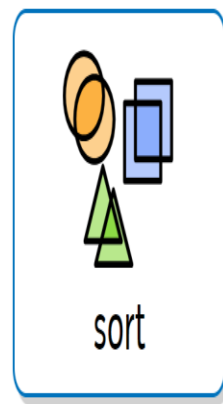


## Knowledge Goals



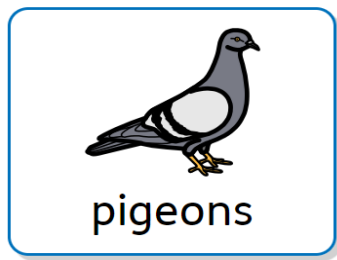
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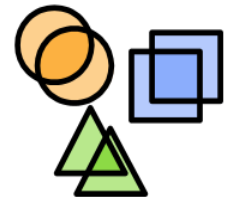
# Adapted task



*Seesaw*



Oral task

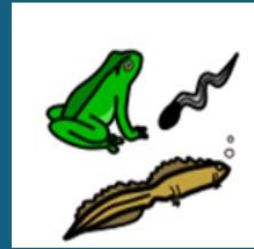


sorting task

# Adapted task

 View Instructions

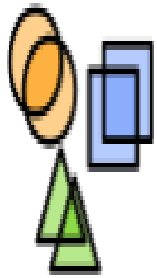
 Draft



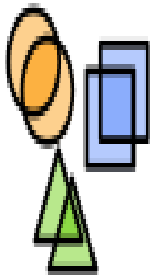
Describe  mammals

Describe  amphibians

# Word Bank



sorting



grouping



animals



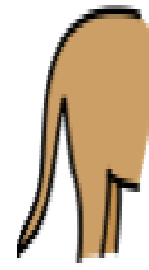
legs



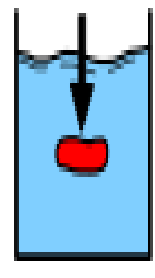
wings



fur



tail



underwater



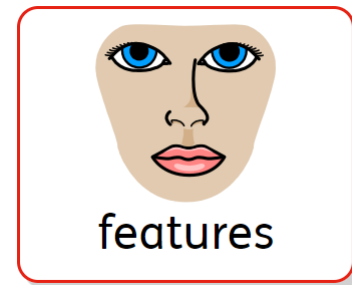
mammal



amphibian

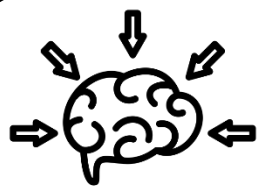


air



features

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goals

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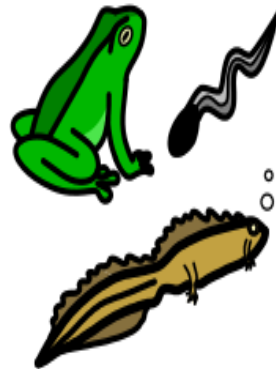


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How is a mammal  
different to an  
amphibian?



mammals



amphibians



BIG Maths



Science



Active 15



Science



basic skills English

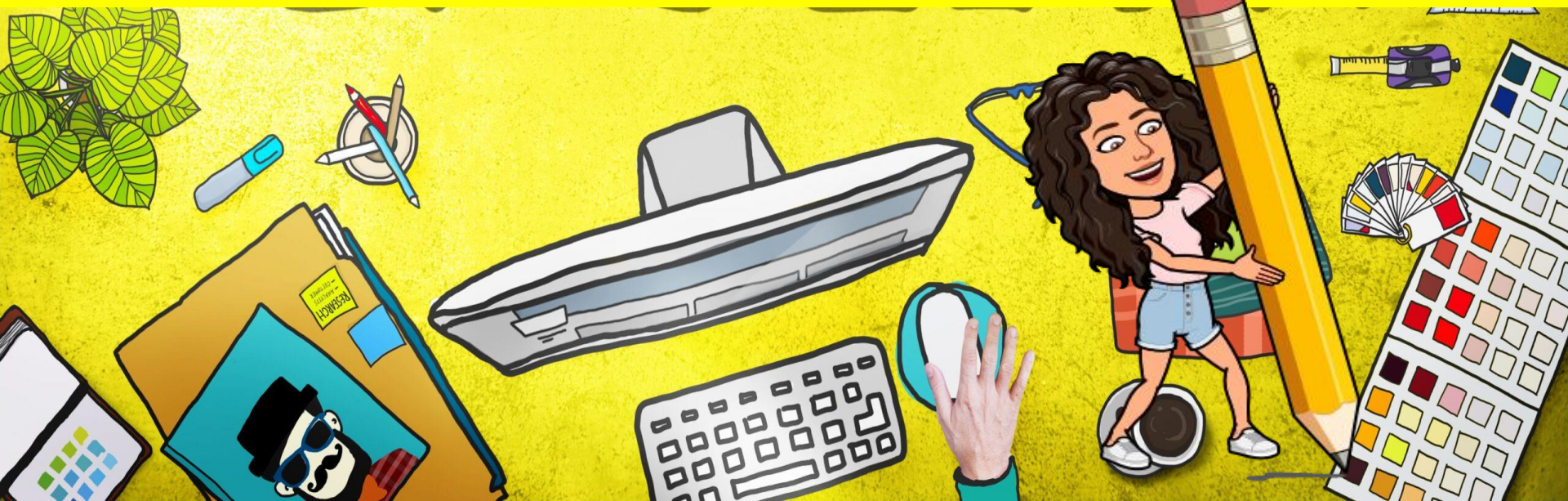
Library



Home Time



# Basic Skills 2.15-2.45



BIG Maths



Science



Active 15



Science



basic skills English

Library

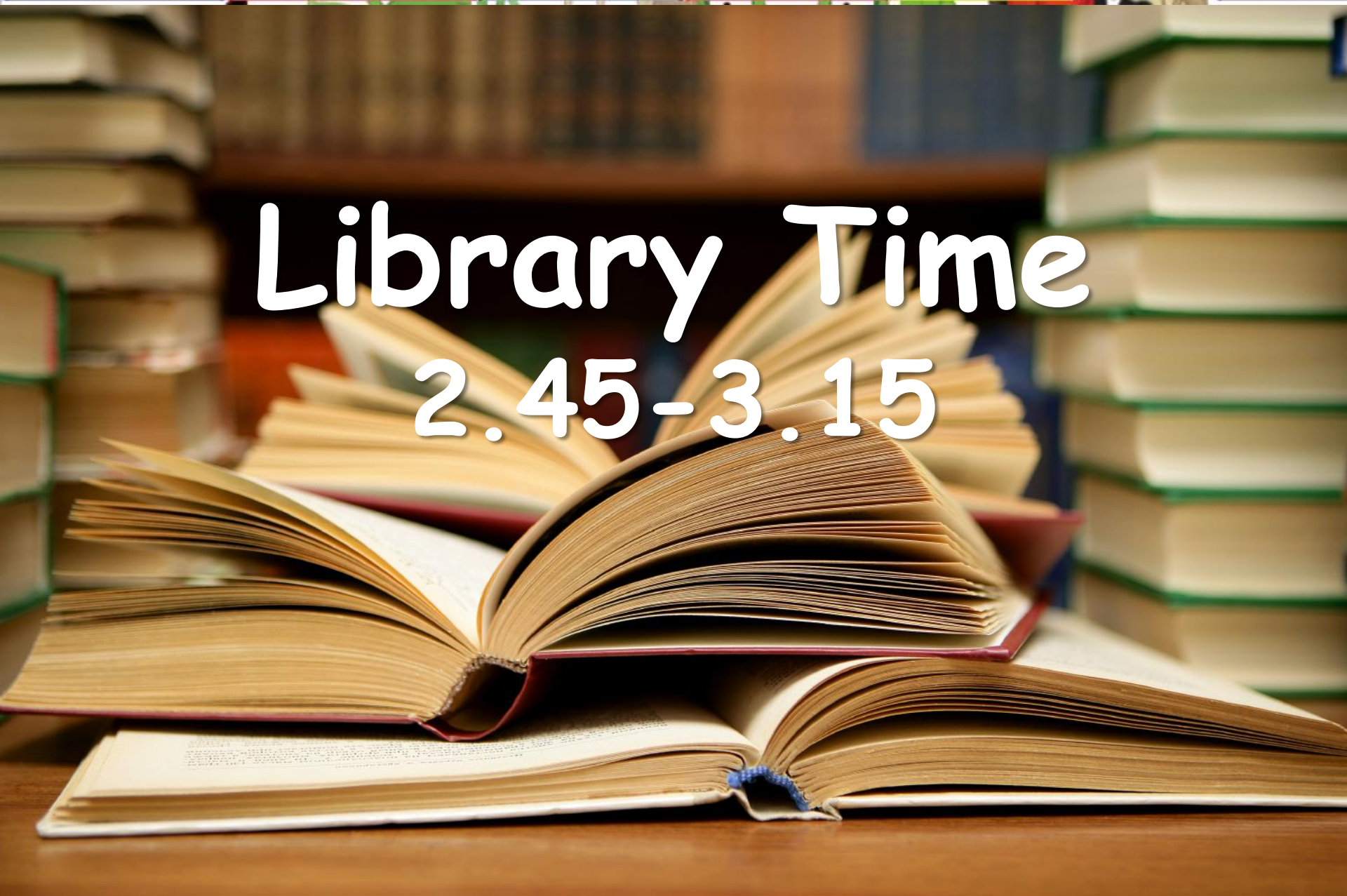


Home Time



# Library Time

2.45 - 3.15





# Prayer and Home time 3.20-3.30

