

Year 1&2: Bears – Where in the world do we find them?



Essential Learning:

By the end of this topic, you will have learned:

Enquiry Drivers:

What different types of bears do you know about? Where in the world do they live?

- The names of the seven continents and five oceans, where they are and which of the continents bears live on
- Where the hot and cold regions of the world are in relation to the Equator and the North and South Poles
- To use aerial photographs and online resources to identify human and physical features
- Describe similarities and differences between different locations – What is the weather like? What do the different places look like?

Process & Changes

Know that places change over time and that there is often a range of evidence to show this

Human Geography

Know some basic human geographical features in the focus area and describe them

Physical Geography

Know some basic physical geographical features in the focus area and describe them

Geographical Vocabulary

Know and understand simple vocabulary related to place

Locations and Environments

Name and locate some key places in their own country and countries in the wider world

Similarities and Differences

Identify basic similarities and differences between a range of locations and environments

Prior Learning:

In EYFS the children will have talked about hot and cold places around the world, different climates. In the previous planning cycle children will have discussed our planet and environment and will have studied the features on Kenya compared to the UK.

Curriculum enrichment:

- Teddy Bears Picnic
- Zoo visit – South Lakes Safari Zoo?

Key Vocabulary: continents, oceans, equator, North Pole, South Pole, weather, streams, lakes, hills, mountains, woodland, forest, environment

Unit Focus: Geography

NC: Pupils should develop knowledge about the world. They should understand basic subject-specific vocabulary relating to human and physical geography and begin use it to compare different locations.

Children should:

- Recognise different types of weather and climate
- Make simple comparisons between features of different places and say how these features influence life there
- Identify links between their locality and other places in the world
- Use aerial photographs and plan perspectives to identify landmarks and features
- Express their own views about features of the environment
- Ask and respond to geographical questions about people, places and environments
- Recognise and observe main human and physical features
- Communicate in different ways using simple geographical information and vocabulary
- Use globes, maps and plans

Key Questions:

What is a continent and what are they called? What is an ocean and what are they called? Where are the hot and cold places in the world? What is the equator? Where are the North and South Poles? What do the different locations look like? What is the weather like? Which continents do bears live on?

Sources of evidence

What different sources of evidence and resources can you use to answer these questions?

Evidence may include: the use of direct observation, maps, photographs, asking people who live in the local area, digital resources and other materials. Google Earth also provides visualisation of areas.

Think about both the human and the physical features in the local landscape. Physical geography can be overlooked when studying a relatively 'built-up' area, with the presumption sometimes being that there isn't any physical geography in towns. However, most urban localities in the UK will have physical features underlying their human landscape, be it local streams, rivers or lakes, hills or valleys or areas of woodland and forest.

Resources:

[Go Jettors - BBC Teach](#)

[Exploring locations - the seven continents - Years 1/2 - P2/3 - Geography Collection - Home Learning with BBC Bitesize - BBC Bitesize](#)

Skills/National Curriculum Links

History

DT

Science

Animals

NC:

- 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.

Key Learning:

Animals vary in many ways having different structures e.g. wings, tails, ears etc. They also have different skin coverings e.g. scales, feathers, hair. These key features can be used to identify them.

Animals eat certain things - some eat other animals, some eat plants, some eat both plants and animals.

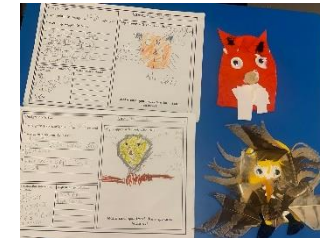
Humans have key parts in common, but these vary from person to person. Humans (and other animals) find out about the world using their senses. Humans have five senses – sight, touch, taste, hearing and smelling. These senses are linked to particular parts of the body.

NC: Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

Design and make a simple bear hand puppet – the children will mark out, cut and join pieces of fabric. They will look at a selection of hand puppets and base their design on investigations into how the puppets have been made and who they have been designed for.

When designing and making, pupils will be expected to:

- Examine a range of existing puppets and identify how they work, what their purpose is and how they have been made
- To test and identify the suitability of materials ensuring they are fit for purpose
- To investigate ways of joining and strengthening their product
- Create a design specification for a puppet thinking about the end user
- To create a pattern and prototype using the design specification
- To make the puppet
- To evaluate the product



Suggested unit outline:

[Animals - BBC Teach](#)

- ✓ Identify a number of different animals (link to Geography and look at animals from different continents)
- ✓ Make first-hand, close observations of animals from each of the groups and compare. (fish, amphibians, reptiles, birds and mammals including pets)
- ✓ Identify herbivore, carnivore and omnivore; classify animals using a range of features (Working scientifically - Identifying and classifying)
- ✓ Identify the five senses of human beings

Investigating - Working Scientifically:

Asking simple questions; observing closely and using simple equipment

- Make first-hand close observations of parts of the body e.g. hands, eyes.
- Compare two people; take measurements of parts of their body; compare parts of their own body.
- Look for patterns between people e.g. Do people with big hands have big feet?

Useful resources -

[PLAN primary science assessment resources \(planassessment.com\)](http://planassessment.com)

Download this from Shared Drive for your unit

Art	Music
	<p>Cross-curricular links: Bear songs – The Bear went over the mountain Teddy Bear Teddy Bear turn around Teddy Bears Picnic</p> <p>BBC Ten Pieces – Finlandia https://www.bbc.co.uk/teach/ten-pieces/classical-music-primary-jean-sibelius-finlandia-ks2/zh26nrd &https://teach.files.bbci.co.uk/tenpieces/Finlandia+EYFS+and+KS1.pdf</p>
Computing/ICT	PSHE
<p><u>Managing Online Information</u> Follow the following link for resources:- Search and Access Resources ▶ Strand ▶ Managing Online Information (projectevolve.co.uk) <i>Please use the unit to identify the required starting point for your class</i></p> <p>Possible Outcomes: I can use simple keywords in search engines I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).</p>	<p><u>My Body (1) – 6 lessons</u> <u>Value – Honesty</u> Science Link: (Y2 National Curriculum) <i>Describe the importance for humans of exercise, eating the right amounts of different foods and hygiene; Find out about and describe the basic needs of animals, including humans, for survival (water, food and air); (Non-statutory guidance) Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy.</i></p> <p>Mathematics Link: (Y1 National Curriculum) <i>Recognise and use language relating to dates, including days of the week, weeks, months and years; Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].</i></p> <p><u>Healthy me</u> LO: Understand that the body gets energy from food, water and air (oxygen); Recognise that exercise and sleep are important parts of a healthy lifestyle. (Statutory)</p> <p><u>What could Harold do?</u> LO: Understand that medicines can sometimes make people feel better when they're ill; Explain simple issues of safety and responsibility about medicines and their use. (Statutory)</p>

	<p>Harold's wash and brush up LO: Recognise the importance of regular hygiene routines; Sequence personal hygiene routines into a logical order. (Statutory)</p> <p>Catch it! Bin it! Kill it! LO: Understand how diseases can spread; Recognise and use simple strategies for preventing the spread of diseases. (Statutory)</p> <p>My body needs... LO: Understand that the body gets energy from food, water and oxygen; Recognise that exercise and sleep are important to health. (Statutory)</p> <p>What does my body do? LO: Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); Describe how food, water and air get into the body and blood.</p>
<p>R.E.</p>	<p>Cross-curricular Maths:</p>
<p>Islam How might beliefs about creation affect the way people treat the world?</p> <p>Coverage:</p> <ul style="list-style-type: none"> - God as creator - Care for the planet 	<p>Measurement: Mass – measuring ingredients for baking cakes for teddy bear picnic. (Revisit Aut 2, Week 5)</p>
<p>English</p>	

Guided Reading: from Literacy Shed+; Stage 1 – The Arctic
Possible Texts: Bear Snores On by Karma Wilson; Saving Yasha: The Incredible True Story of an Adopted Moon Bear by [Lia Kvatum](#)

Grammar links: use of past and present tenses; expanded noun phrases; conjunctions

Writing task 1 – Narrative – familiar settings

Reading Phase: Read ‘We’re Going on a Bear Hunt’, join in with familiar and repeated phrases, talk for writing learning the story
Gathering Content: Explain that the children are going on a bear hunt. Follow bear footprints (card or chalked) through the school grounds; encourage the children to explain verbally where they are going e.g. through the sand, under the table, behind the bench, through the woods. Explore the onomatopoeia (sound words) in the story to create a soundscape. Sequence the events of the story onto a story map, in order.

Writing: Label their maps with key vocabulary from the text, eg the sound words from the previous lesson, places they went during the walk etc.

Write their own version of the familiar story, making some simple changes, eg swap the bear for another animal (We’re Going on a Gruffalo Hunt, We’re Going on a Spider Hunt), swap some of the places they visit for alternatives (make use of the places/objects in your local environment), change some of the sound words accordingly.

Global Links:
Bear protection

Writing Task 2: Non-chronological report – About Bears

Reading Phase: Read model texts – see resources; identify key features of the text including the layouts, grammar, vocabulary and phrases. *Please adapt according to cohort needs.*

Gathering Content: Mark texts to identify key features; use organisation templates e.g. spider diagram to gather information into different sections
Research facts about their chosen bear using structured template with key questions e.g. Continent? Habitat? Diet?

Writing: Using the model text as a scaffold write a non-chronological report about the bear they have chosen (Y1) or about the bears from different continents (Y2)

[How to write a non-chronological report - BBC Teach](#)

Independent Writes (cross-curricular):

Non-chronological report about a chosen animal (Science link including specific scientific language)

Local links: