

Question: Why would a dinosaur not make a good pet? What animals would not make good pets?

National Curriculum Link

KS1 Science: Y2 Living things and their habitats

KS1 Science Working Scientifically

IB Learner Profile Links

Inquirers – Nurture skills for research and curiosity

Caring – show empathy, compassion and respect for all life

Knowledgeable – Develop conceptual understanding and engage with issues and ideas

Principled – think and act with integrity and honesty

Reflective – Consider the wider world and our own ideas and experience

Prior Skills – Y1

- Identify and name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant
- Describe the basic structure of a plant (roots, stem, leaves, flowers/blossom)
- Identify and name a variety of common, wild and green plants, including deciduous and evergreen trees;
- Recognise deciduous and evergreen trees and name the trunk, branches and root of a tree
- Sort plants by size
- Identify and name a variety of common animals, including fish, amphibians, reptiles, **birds** and mammals;
- Ask simple questions
- Observe closely, using simple equipment
- Compare observable and behavioural features of living things
- Answer scientific questions
- Draw diagrams from observations to record findings
- Compare and contrast familiar plants; describing how they were able to identify and group them
- Explore, using the

New Skills – Y2

- Explore and compare differences between things that are living, dead and things that have never been alive
- Know whether something is living, dead or non-living
- Identify that most living things live in habitats to which they are suited
- Describe some of the life processes common to plants and animals, including humans
- Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other;
- Identify and name a variety of plants and animals in their habitats, including micro-habitats;
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
- Ask simple questions to find answers
- Compare observable and behavioural features of living things
- Answer simple yes/no questions about a plants and animals

Future Skills – Y4

- Recognise that living things can be grouped in a variety of ways
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment (plants, vertebrates, invertebrates)
- Compare the classification of common plants and animals to living things found in other places (under the sea, prehistoric)
- Explain, giving reasons for how they have classified animals and plants, using their characteristics and how they are suited to their environment
- Recognise that environments can change and that this can sometimes pose dangers to living things.
- Explain their findings in different ways (display, presentation, writing)
- Find any patterns in their evidence or measurements
- Make a prediction based on something they have found out
- Record and present what they have found using scientific language, drawings, labeled diagrams, bar charts and

<p>senses (see, touch, smell, hear or taste)</p> <ul style="list-style-type: none"> Record observations and results to a test using drawings and in simple tables Use their observations and ideas to suggest answers to questions Gather and record data to help in answering questions. 	<ul style="list-style-type: none"> Identify animals and plants by a specific criteria, E.g. lay eggs or not; have feathers or not Sort and group things into categories according to features Organise things into groups using their own sorting criteria and place additional things into the sorting groups 	<p>tables</p>
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Knowledge, Skills and Understanding for topic area

- Explore and compare differences between things that are living, dead and things that have never been alive
- Know whether something is living, dead or non-living
- Identify that most living things live in habitats to which they are suited
- Describe some of the life processes common to plants and animals, including humans
- Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other;
- Identify and name a variety of plants and animals in their habitats, including micro-habitats;
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Knowledge, Skills and Understanding for Working Scientifically

- Ask simple questions to find answers
- Compare observable and behavioural features of living things
- Answer simple yes/no questions about a plants and animals
- Identify animals and plants by a specific criteria, E.g. lay eggs or not; have feathers or not
- Sort and group things into categories according to features
- Organise things into groups using their own sorting criteria and place additional things into the sorting groups

Challenge

- Can they name some characteristics of an animal that help it to live in a particular habitat?
- Can they describe what animals need to survive and link this to their habitats?
- Can they explain that animals reproduce in different ways?

Resources

- Range of photographs of different mini-beasts, plants etc.
- Hand lenses
- Microscopes to link to laptop
- Posters, video, CD-ROMs, reference books, , pictures of a variety of habitats
- Plastic containers suitable for investigating preferences of small animals *e.g. snails, ants*
- Multipack of insects to sort, create a key for etc.
- Simple food chain Velcro moveable food chains

Suggested Quality Texts

Animal Encyclopedia (First Reference) by Dorling Kindersley
Books in school library link to this topic area.

Website/Apps

Dinosaurs 360 APP shows photos, facts, quizzes and puzzles about dinosaurs.
Britannica Kids – Dinosaurs APP Silver award winning E-learning age 4+
Find them all: dinosaurs world APP – Educational games for kids Age 6-8
Animals 360 APP shows photos, facts, quizzes and puzzles about lots of animals
Go Wild APP – habitats around us
<http://www.ypte.org.uk/animal-facts.php>

Extended Writing Opportunities

Research about dinosaurs and create fact-files about specific dinosaurs. Write a leaflet about living and non-living things, including different animals and their habitats.

Numeracy Skills

Opportunities through the classification of dinosaurs to tally and make tables and graphs. Research into which animals lay eggs and which do not. In addition they would need to find out about the sizes of the eggs and produce a chart to show information. Use simple Venn diagrams to help sort things and record groupings.

Wow starter/experience

Visit the world museum to the dinosaurs section and arrange a talk from museum staff linked to curriculum learning intentions.

Cross Curricular Links/ enquiry time activities:

Literacy: Research and think about working out what their own pets need to survive. They will then consider what dinosaurs would have needed and recognise the key components that are required for animals to live and flourish.

Art/DT: Children can re-create a dinosaur land. It will involve several DT skills as children plan, design, create and evaluate their models and link to the science topic 'Different materials and their uses'.

Make built-up 3D collages of mini-beasts. On a firm base of card stick crumpled balls of kitchen paper or newspaper into the rough shape of the creature's body. Paste layers of newspaper over the top to gain the shape wanted, finishing with a sheet of tissue. Paint and coat with PVA glue if a shiny effect is needed (e.g. for ladybirds beetles, earwigs). Add wings, legs, antennae, and sponge paint or print the background.

Music: Children will try and simulate the sounds that would have been heard in a land where dinosaurs roamed. They will use a range of instruments to create the sounds and then aim to have the sounds linked to the dinosaur land models they have created. These will then feature as part of their reflection.

ICT: Produce a mini TV clip/programme about dinosaurs in groups.