

<b>Question: Why don't I look like the animals in the zoo?</b>		<b><u>Critical Learning</u></b> <ul style="list-style-type: none"><li>• Know the difference between living and non-living things and sort accordingly</li><li>• Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals;</li><li>• Identify, name, draw and label the basic parts of the human body and say which part of the human body is associated with each sense.</li></ul> <b><u>Key Vocabulary</u></b>  Living Carnivore Herbivore Omnivore Mammal / Fish / Reptile / Amphibian / Bird Survival Hygiene
<b><u>National Curriculum Link</u></b> KS1 Science: Y1 Animals, including humans KS1 Science Working Scientifically		
<b><u>International Baccalaureate Learner Profile Link</u></b> Inquirers – Nurture skills for research and curiosity Knowledgeable – Develop conceptual understanding and engage with issues and ideas Caring – Show empathy, understanding, compassion and respect for all life		
<b><u>Prior Skills</u></b> <ul style="list-style-type: none"><li>• Know the difference between living and non-living things and sort accordingly</li><li>• Identify some differences between different animals</li><li>• Identify basic parts of animals</li><li>• Identify the basic parts of the human body</li><li>• asking simple questions</li></ul>	<b><u>New Skills</u></b> <ul style="list-style-type: none"><li>• Know the difference between living and non-living things and sort accordingly</li><li>• Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals;</li><li>• Identify some differences between different animals</li><li>• Identify, name and classify a variety of common animals by what eat (carnivores, herbivores and omnivores)</li><li>• Describe and compare the structure (e.g. body covering, scales, fur, skin) of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li><li>• Identify, name, draw and label the basic parts of animals</li><li>• Identify, name, draw and label the basic parts of</li></ul>	<b><u>Future Skills - Y2</u></b> <ul style="list-style-type: none"><li>• Understand that all animals, including humans, have offspring, which grow into adults;</li><li>• Find out about and describe the basic needs of animals, including humans for survival (water, food and air);</li><li>• Describe the lifecycle of some living things (e.g. egg, chick, chicken)</li><li>• Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.</li><li>• Ask simple questions and recognise that they can be answered in different ways</li><li>• Suggest how to find things out</li><li>• Gather and record data to help answer questions</li><li>• Complete a simple table or chart to show information</li></ul>

	<p>the human body and say which part of the human body is associated with each sense.</p> <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observe closely, using simple equipment</li> <li>• compare observable and behavioural features of living things</li> <li>• answer scientific questions</li> <li>• sort and classify into groups and explain their choices</li> <li>• Explore, using the senses (see, touch, smell, hear or taste)</li> <li>• Record observations and results to a test using drawings and in simple tables</li> <li>• Use their observations and ideas to suggest answers to questions</li> <li>• Gather and record data to help in answering questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Organise things into groups and find simple patterns</li> <li>• Use text, diagrams, pictures, charts, tables to record their observations</li> </ul>
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### **Knowledge, Skills and Understanding**

- Know the difference between living and non-living things and sort accordingly
- Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals;
- Identify some differences between different animals
- Identify, name and classify a variety of common animals by what eat (carnivores, herbivores and omnivores)
- Describe and compare the structure (e.g. body covering, scales, fur, skin) of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- Identify, name, draw and label the basic parts of animals
- Identify, name, draw and label the basic parts of the human body and say which part of the human body is associated with each sense.

### **Knowledge, Skills and Understanding for Working Scientifically**

- asking simple questions and recognising that they can be answered in different ways
- observe closely, using simple equipment
- compare observable and behavioural features of living things
- answer scientific questions
- sort and classify into groups and explain their choices
- Explore, using the senses (see, touch, smell, hear or taste)
- 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.

### **Challenge for children working at great depth**

Can they begin to use classification charts to classify different animals according to characteristics?

<b>Resources</b> <ul style="list-style-type: none"><li>•secondary sources showing young and adult animals</li><li>•video clips showing animals moving</li><li>•photographs/video clips about different wild animals</li><li>•objects and magnifying glass/lens</li><li>•collection of things that smell/ taste different, feely bags</li></ul>	<b>Website/Apps</b> <a href="https://freeappsforme.com/animal-identification-apps/">https://freeappsforme.com/animal-identification-apps/</a> <a href="https://www.sheppardsoftware.com/science/animals/games/animal-characteristics/">https://www.sheppardsoftware.com/science/animals/games/animal-characteristics/</a> <a href="http://www.bbc.co.uk/newsround/animals/">http://www.bbc.co.uk/newsround/animals/</a> Wild animals video links and information pages <a href="http://www.bbc.co.uk/schools/scienceclips/ages/5_6/ourselves.shtml">http://www.bbc.co.uk/schools/scienceclips/ages/5_6/ourselves.shtml</a> National Geographical channel links to all animals,photos, live video clips <a href="http://kids.nationalgeographic.com/">http://kids.nationalgeographic.com/</a>
<b>Assessment ideas</b>	<b>Suggested Quality Texts</b> The Tiger who came to tea by Judith Kerr Animal Encyclopedia by Dorley Kingsley Collins Big Cat Turquoise Guided read text – Visit to the Farm The Smelly Book by Babette Cole Flat Stanley by Jeff Brown What on earth the Creatures you Never Heard of by Stewart McPherson Britain’s Distant Seas by Stewart McPherson Kingfisher Human Biology (Library) Usborne Human Body See Inside Your Body (Usborne) by Katie Daynes
<b>Cross Curricular Links</b> English: Read to Write – The Storm Whale and Where the Wild Things Are  PE: Children to work together to show how humans and animals move and interact with each other. Create a special dance about wild animals and perform it to another class.  Art: What sort of art can we see in nature (animal prints, etc.)	