Key Vocabulary and Definitions:

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| animal | A living thing that can move around by themselves to find food. |
| amphibian | A small animal that spends part of its life cycle in water and part of its lifecycle on land.  |
| bird  | An animal with two wings, two feet, and a body covered with feathers.  |
| carnivore  | An animal that only feeds on other animals. |
| fish | An animal that lives in water and hasfins for swimming and gills forbreathing. |
| herbivore  | An animal that only feeds on plants. |
| mammal  | A warm-blooded animal with fur or hairon its skin and a skeleton inside its body. |
| omnivore  | An animal that feeds on other animalsand plants. |
| reptile | A cold-blooded animal with a skeletoninside its body and dry scales or hardplates on its skin. |

Prior Learning

What I should already know?

Use all their senses in hands-on exploration of natural materials. (Nursery - Humans)

Name and describe people who are familiar to them. (Reception - Humans)

Early Learning Goal

Scientific Knowledge:

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| Animals vary in many ways having different structures e.g. wings, tails, ears etc. They also have different skin coveringse.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 aboutthe world using their senses.Humans have five senses – sight, touch, taste, hearing and smelling. These senses are linked to particular parts of the body. |

* Make simple comparisons and groupings
* Communicate observations orally, in drawing, labelling, simple writing and using ICT
* Begin to compare some living things
* Identify key features
* Ask questions

Blooms Taxonomy – Specific Verbs to Use in Lesson Aims

Knowledge: Describe, find, identify, list, locate, name, recognise, retrieve Comprehension: Classify, compare, explain, infer, interpret, paraphrase, summarise Application: Carry out, implement, use Analysis: Deconstruct, Organise, outline, structure Synthesis: Construct, design, devise, invent, make, plan, produce, Evaluation: Appraise, assess, choose,

Teaching Sequence

1. To talk about the characteristics of mammals, birds and reptiles.
2. To identify differences between fish and amphibians.
3. To identify and name a variety of common animals that are carnivores, herbivores, and omnivores. (Field trip Cotswold Wildlife Park)
4. To sort animals into their classes and identify common features of each class.
5. 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.
6. TAPS Identify and name common animals that are carnivores, herbivores and omnivores

Key Knowledge



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| Term 4 | Let’s Talk (Explorify) | Scientific Knowledge | Scientific skill |
| Lesson 1 | What’s going on? – videoSpecial DeliveryZoom in and outCreature comforts | To talk about the characteristics of mammals, birds and reptiles. | To Observe and Measure |
| Lesson 2 | What’s going on? – videoUnexpected eggs | To identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Field trip Cotswold Wildlife Park) | To Observe and MeasureTo Record |
| Lesson 3 | What’s going on? – videoMuddy meal | To identify differences between fish and amphibians. | To Observe and Measure |
| Lesson 4 | Odd one outSleepy Heads | To sort animals into their classes and identify common features of each class. | To set up an enquiryTo ask questionsEvaluate |
| Lesson 5 | Odd one outDifferent Homes | To 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. | Interpret and Report |
| Lesson 6 | Odd one outIn your eyes | TAPS Identify and name common animals that are carnivores, herbivores and omnivores | To evaluate |