What should I already know?

* Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals, including humans)
* Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 - Animals, including humans)

Key Vocabulary and Definitions:

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| --- | --- |
| Basic needs | The things a human or animal need to stay alive. |
| Froglet | The stage when a frog still has a tail. |
| Frogspawn | The state in which a frog begins their life. |
| Gills  Image result for gills | The flaps through which fish and other creatures breathe underwater. |
| Habitat | The home naturally suited to an animal. |
| Hatch | Emerge from a shell. |
| Life cycle | The pattern of an animal’s life, from birth through growth into adulthood. |
| Tadpole | The second stage in the life of a frog, when they begin to swim. |

Scientific Skills:

* Notice that animals, including humans, have offspring which grow into adults.
* Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
* Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

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,

A circular diagram with colorful circles

Description automatically generated

Teaching Sequence

1. To organise animals into their groups.
2. To match animals and their babies.
3. To describe how animals, change as they grow using the life cycle (TAPS).
4. To describe the life cycle of humans.
5. To describe the basic needs of humans and animals.

Key Knowledge

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| Term 3 | Let’s Talk (Explorify) | Scientific Knowledge | Scientific skill |
| Lesson 1 | Odd One Out  Baby Animals  <https://explorify.uk/en/activities/odd-one-out/baby-animals> | * Notice that animals, including humans, have offspring which grow into adults. | To Record |
| Lesson 2 | WHAT'S GOING ON?  Unexpected eggs  <https://explorify.uk/en/activities/whats-going-on/unexpected-eggs> | * Notice that animals, including humans, have offspring which grow into adults. | To Observe |
| Lesson 3 | What if?  <https://explorify.uk/en/activities/what-if/animals-did-not-have-young> | * Notice that animals, including humans, have offspring which grow into adults. | To Observe |
| Lesson 4 | Have you ever?  <https://explorify.uk/en/activities/have-you-ever/helped-an-elderly-relative-do-something> | * Notice that animals, including humans, have offspring which grow into adults. | To Set Up and Enquiry  To Ask Qs and Plan Enquiry |
| Lesson 5 | Have you ever?  <https://explorify.uk/en/activities/have-you-ever/cared-for-a-baby-animal> | * Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). | To Evaluate |