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| **Science** Where do you go on your holidays and how do you get there? How do landscapes change, in what ways are animals better suited to different environments?  When studying the country:  Where are we going?  What will we see?  And tell me me hearties… What will the weather be? | | |
| **Unit Overview** | The children in this unit will visit different localities and drastic changes in ladscapes. They will explore how different animals are well adapted to these environments, learn some of the indigenous species and classity these. | |
| **Development Matters, ELG’s , NC** | * Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG) * Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (ELG) Understand some important processes and changes in the natural world around them (ELG) * Children begin to predict and conduct fair tests. * They begin to look at make simple conclusions. * They classify objects according to a criteria * Recognise some environments that are different to the one in which they live (ELG) | |
| **Unit Title:** | **Substantive Knowledge-specifics** | **Disciplinary Knowledge broader skills** |
| Key Questions:  1)Look at rainforest What will you see?  What would you hear? How would it make you feel? How are animals adapted?  2)Compare rainforest with arctic.  What will you see?  What would you hear? How would it make you feel?  How are animals adapted for the arctic?  3)Compare desert with rainforest and arctic.  What will you see?  What would you hear? How would it make you feel?  How are animals adapted to the desert.  4)Compare uk with arctic, desert and rainforest.  What will you see?  What would you hear? How would it make you feel?  5)How are animals adapted in the uk? | * Children will learn about the rainforest (see geography unit planning) * The children will recognise animals ingienous to the rainforest, arctic, desert and home and what makes them well adapted. * Children will know that not all animals can live in the UK (without human help eg zoos) and * Children will be able to sort animals and match them to their habitat. * Children will be able to identify and recall the names of animals indigenous to the 4 different habitats by their key features. | * To make observations of animals and explain why some things occur * Observe living things carefully. * Sort and classify animals using special features they have identified . |
| **Vocabulary** | **Trips/ Visits/Useful Websites/ Resources** | **Key Misconceptions:** |
| **Substantive:**  Rainforest-sloth, spider monkey, toucan, epiphytes (plants above the canopy)  Arctic- Fox, lemming, orca, margay  Desert- Camel, kangaroo rats,desert hedgehog  UK- red squirrel, pine martens, hedgehog, mole  Camouflage  Blubber  Fur  Claws  Bill to reach plants  Adapted  Suited  Hump  Water  Dry  Moist  Freezing  Cold  Nocturnal  **Disciplinary:**  Observe  Notice  Monitor  Match |  | * That plants are not a living thing * Caterpillars and butterlies are different animals |