



St Peter's CE Primary School

Paws, Claws and Whiskers Topic Overview

Unit Overview:

Paws, Claws and Whiskers is a science based topic focusing on animals, their structures and lifecycles. Children will learn about animals and what they need to survive. They will learn about the life cycle of many animals. They will be able to describe what a carnivore, herbivore and omnivore are and give examples of these.

Key Questions:

1. Name and identify a range of animals.
2. Can you describe and compare the structure of a variety of animals?
3. What do animals need to survive?
4. What is a life cycle?
5. What do different animals eat?

Objectives covered in this unit:

Geography	•
History	
Science	<ul style="list-style-type: none">• To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.• To identify and name a variety of common animals that are carnivores, herbivores and omnivores.• To notice that animals, including humans, have offspring which grow into adults.• To find out about and describe the basic needs of animals, including humans, for survival (water, food and air).• To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).
Art	I can paint I can sculpt - wire,
DT	



Paws, Claws and Whiskers

Key Knowledge

<p>1. Name and identify a range of animals.</p>	<p>Discuss the kinds of animals that people have as pets, e.g. dogs, cats, hamsters, guinea pigs, stick insects, snakes, ponies, tropical fish, rabbits, budgerigars, etc. Would children recognise & be able to identify them all? Look at the pets at http://www.rspca.org.uk/education/utilities/gallery/contents/-/album/Pets. Can children name them? Look at the baby & adult animal version too at http://www.rspca.org.uk/education/utilities/gallery/contents/-/album/BabyAnimalsPets. Point out that there are lots of different types of dogs, e.g. spaniels, poodles, terriers, or cats, e.g. Siamese, Persian, Manx, Russian Blue, etc.</p>
<p>2. Can you describe and compare the structure of a variety of animals?</p>	<p>Ask children to name as many animals as they can think of in the local environment. These could be wild animals, minibeasts &/or farm animals. When naming an animal encourage children to explain where they have seen it.</p> <p>Discuss how large an animals is, its colour, any distinguishing marks, what it eats, etc.</p> <p>Look at a selection of plastic animals or photographs of animals and discuss the different ways in which these could be grouped/ sorted, e.g. number of legs, with or without a shell, with or without wings, diet, etc. Sort them together into piles in a number of different ways.</p> <p>Explain that scientists do group animals together, e.g. into fish, birds, mammals.</p>
<p>3. What do animals need to survive?</p>	<p>Talk about looking after pets. Discuss the five freedoms that the RSPCA hope all owners/carers will give to their pets. Ask children how they help look after their pets? Do their pets have any special equipment? What do their pets enjoy doing? Discuss with children what animals including humans need to grow & survive. List their ideas, e.g. food, water, rest, shelter, air, love, etc. Point out that food, water & air are the three most important things for the growth & survival of animals.</p> <p><i>Do they provide food, water & air for their pets? What else do they provide? A hutch, dog or cat basket, a stable, etc. Perhaps they groom or bath their pets or take them for walks or provide exercise opportunities, e.g. a hamster wheel. Talk about handling pets with care & treating all animals (including humans) with respect.</i></p> <p>Show children the video at http://www.youtube.com/watch?v=FOLP8p0jSoA. Point out that it's not just pets that need looking after; it is also important that farm animals are looked after properly - watch another RSPCA video at http://www.youtube.com/watch?v=ULlnRZz69QE. This video shows that</p>

	<p>all animals (pets, farm animals and wild animals) including humans have the same basic needs of food, water and air and also shelter. The RSPCA also give advice for keeping some farm animals as pets which may be appropriate to look at if some of your class have them as pets - http://www.rspca.org.uk/allaboutanimals/pets/farmanimals. Zoo animals also have to be looked after and given suitable food and shelter alongside water. Emphasise that any animals we keep or use need to have care to remain healthy. What working animals can children describe? E.g. shire horses, dogs for the blind, rescue dogs, mouser cats, sheep dogs, police horses, homing pigeons, truffle-finding pigs, donkeys on the beach, etc.</p> <p>Animals living in the wild have to find these basic needs for themselves. Many parent animals look after their young in a similar way to human adults looking after their children.</p>
4. What is a life cycle?	<p>Ask children if they know which animal the eggs we eat come from. Chickens, though children may say duck or quail as well.</p> <p>Point out that chickens are just one example of a bird - all other birds have a similar life cycle.</p> <p>Chickens are kept on farms (and in some people's gardens!). What other farm animals can children name? Cows, goats, sheep, horses, deer, pigs, etc. Their life cycles are all similar but when they are born they are not inside an egg. What are the baby animals called? Calf, kid, lamb, foal, fawn & piglet respectively.</p>
5. What do different animals eat?	<p>Discuss the terms carnivore, herbivore & omnivore. Explain that these names tell us what sorts of things an animal is designed to eat, it tells us their diet. Carnivores eat other meat (animals), herbivores eat plants and omnivores eat both meat (animals) and plants. What are human beings? Omnivores, because we eat both meat (animals) and plants. Herbivores have special digestive systems that allow them to break down all plants like grasses, twigs & leaves. Omnivores often only eat the fruits & vegetables created by plants. Many herbivores eat all day long, to get enough energy from the plants that are their food. Point out that carnivores, herbivores and omnivores have different arrangements of teeth. Can children place any of the pets that were discussed in the last session into the correct column, e.g. rabbit - herbivore, pony - herbivore, guinea pigs - herbivore, snake - carnivore, dog - carnivore (though some eat like omnivores), cat - carnivores, stick insects - herbivore, budgerigar - herbivore, tropical fish - most are omnivores, but there are species that are herbivores or carnivores too, hamsters - omnivore, etc. Allow children time to describe what they feed their pets. Discuss how pets should not have too much to eat or the wrong types of food as it can make them overweight or ill - we must care properly & carefully for our pets. Can children add some other animals to the three lists? Ask them to think of common wild animals,</p>

	<p>zoo animals or animals that are kept on farms. Remind them to think of land animals, sea or river animals & animals that are mostly airborne. Examples might include: ladybird, spider - carnivore; garden snail - herbivore; squirrel, badger, fox, robin, mallard duck, rat & ant - omnivore; deer - herbivore; eagle - carnivore; bear, monkey - omnivore; lion, wolf, penguin, salmon, whale, frog, newt - carnivore; giraffe, elephant, rhinoceros, camel - herbivore; sheep, cow, goat, goose - herbivores; pig, chicken - omnivore.</p>
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Paws, Claws and Whiskers Vocabulary

Vocabulary				
Tier 1	Animal Chick home	Pet Chicken shelter	Cat cow egg	dog pig
Tier 2	Life cycle Mammal Amphibians	Carnivore Bird Food chain	Omnivore fish	Herbivore reptile
Tier 3	RCSPA			