



Happy and Larry: a world of animals and the WWF (Animals, including humans, Living things and their habitats)

BIOLOGY



Overview and rationale:

Children are fascinated by the world of animals and how and where they live. 'Happy' and 'Larry' are two of our animals at school – our 'Being More' Leopards – and they not only represent those children who show our school values of respect and responsibility, but also our links with the World Wildlife Fund and our sponsoring of a leopard. It is partly through this context that our children learn about animals, including humans, and living things and their habitats, with plenty of opportunities to write about their feelings on this. This science topic opens doors for our children to explore the ways in which animals and other living organisms live in our world's ecosystems, from their part in the many food chains to their needs for survival. But it also enables our children to think about the respect that we must have for our environment and the responsibility we have for looking after our world. Respect and Responsibility are key themes that run throughout our science and humanities curriculum and through our innocent wildlife, our children begin to see the part that they might play in preserving their habitats. Of course, we humans come under this category too and here, a very important part of this topic is about what we need to survive and thrive!

SCIENCE LEARNING STATEMENTS

Area of Learning	Skills and Knowledge
Scientific Enquiry and applying knowledge in context	I can explore the world around me and raise my own simple questions. I can share my ideas with others.
	I can experience different types of science enquiries, including practical activities.
	I can begin to recognise different ways in which to answer scientific questions.
	I can carry out simple tests using some basic equipment.
	I can use simple features to compare objects, minerals, materials and living things. With help, I can decide how to sort and group them.
	I can ask people questions and use simple secondary resources, select my own, reliable secondary sources.
	I can observe closely using simple equipment to help. I can observe changes over time.
	I can with guidance, begin to notice patterns and relationships.
	I can use simple measurements and equipment (e.g. hand lenses, egg timers) to gather data.
	I can record simple data using at least two different methods.
	I can use my observations and ideas to suggest answers to questions. I can talk about what I found out and how I found it out and offer my own opinions.
I can with help, record and communicate my findings in a range of ways and begin to use scientific language.	

KEY VOCABULARY

Animals, including humans: Offspring, reproduction, growth, child, young/old stages (examples - chick/hen, baby/child/adult, caterpillar/butterfly), exercise, heartbeat, breathing, hygiene, germs, disease, food types (examples – meat, fish, vegetables, bread, rice, pasta)

Living things and their habitats: Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, names of local habitats e.g. pond, woodland etc., names of micro-habitats e.g. under logs, in bushes etc.

NATIONAL CURRICULUM OBJECTIVES

Animals including humans

1. notice that animals, including humans, have offspring which grow into adults
2. find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
3. describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

NATIONAL CURRICULUM OBJECTIVES

Living things and their habitat

1. explore and compare the differences between things that are living, dead, and things that have never been alive
2. identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
3. identify and name a variety of plants and animals in their habitats, including micro-habitats
4. 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

ART AND DESIGN

Exploring and Developing

Exploring and developing ideas	Begin to record and explore ideas from first hand observation, experience and imagination.
	Explore the differences and similarities within the work of artists, craftspeople and designers working in different times and cultures.
Evaluating and developing work	Review what they and others have done and say what they think and feel about it.
	Identify what they might change in their current work or develop in their future work.

Drawing Using a Variety of Materials

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<i>Experiment with the visual elements; line, shape, pattern and colour.</i>	<ul style="list-style-type: none"> -Draw for a sustained period, focusing on details on an object -Draw bodies, beginning to consider proportion. - Draw faces with more detail than previously shown, considering the size and position of e.g. features in relation to each other. -Control the types of marks made with a range of media – pencils, crayons, rubbers, pastels, felt-tips, charcoals, pens, chalk. 	<ul style="list-style-type: none"> - Know how to use charcoal, pencil and pastel to create art. -Know that a pencil can be applied using a variation in pressure (pincer grip) to create different densities of line -Know how to begin to add pattern and texture by adding dots and lines. - Know how to select and use lines for different purposes - spiral, vertical and horizontal lines. -Begin to understand that there are different grades of pencil and they make different marks. -Know how and why to select and use three different grades of pencil when drawing. 	Spiral, vertical, horizontal, grade of pencil B, H, HB, soft, hard, texture, form, space, proportion, size, shape, detail, observe, close looking, face, features

Painting

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<i>Experiment with tools and techniques inc. layering, mixing media, scraping through etc.</i>	<ul style="list-style-type: none"> -Mix paints of an appropriate consistency and know how to rectify when the paint is too runny or too thick -Explore using different types of paint – poster, powder and water colour -Mix colours to match a picture -Choose and use the correct paintbrush when adding detail. -Explore how to print using a range of objects for effect. Use the block printing technique to work in the style of contemporary artists. -Design patterns of increasing complexity and repetition. -Press print using tiles to create repeating patterns. Explore how designers and printmakers can repeat the same pattern or can use techniques such as layering in their work. 	<ul style="list-style-type: none"> -Know how to mix secondary colours from the primary colours -Know how to create tints by adding only white -Know how to create shade by adding only black -Know that a 'hue' is the term for the name of the primary and secondary colours without tints or shades added -Know how to create brown with paint -Know that colours can elicit an emotional response; some colours are 'warm' colours and some colours are 'cold' colours. Make conscious colour choices when painting -Know that water can be mixed with primary or secondary colours to dilute colour and create a wash. -Understand that when working with paint that sometimes an artist needs to produce the piece of work in stages to allow the paint to dry before adding on the next colour. -Understand how a wash can be applied over other media e.g. wax, oils to make a resist image 	Tints, shades, hues, primary colours, secondary colours, thickness of brush, poster paint, powder paint, water colour, wash, warm colours, cold colours, opaque, transparent, runny

Artist/Style/Activities

Yayoi Kusama: polka dots/animal artwork - comparisons with Monet's dot painting

'CORE' KNOWLEDGE	'ADDITIONAL' KNOWLEDGE
<p>1) I know the difference between things that are living, dead and things that have never been alive and can find them outside. REVIEW: Interpret and report: SORTING LIVING AND NON-LIVING</p>	<p>a) I can describe how animals including humans have offspring which grow into adults, using the appropriate names for the stages. REVIEW: Evaluate: HANDSPANS</p>
	<p>b) I know that some mammals lay eggs and some do not – and I can name them.</p>
	<p>c) I can explain the life cycle of an animal.</p>
<p>2) I know what I should do to stay healthy.</p>	<p>a) I know that I need a balanced diet including five fruit or vegetable portions a day but I also need some fats, proteins and carbohydrates. I know what some of these things do for my body.</p>
	<p>b) I know how important it is that I exercise and I can that exercising helps my heart and lungs become stronger.</p>
	<p>c) I know what I must do to stay hygienic and why this is so important.</p>
<p>3) I know that to survive, animals and humans need air, food, shelter and water. REVIEW: Interpret and report: NATURE SPOTTERS</p>	<p>a) I can talk about how the some features of animals and plants make them suitable to the habitat they live in, that different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. PREDICTING: DAISIES IN A FOOTPRINT</p>
	<p>b) I can name a range of animals and plants that live in a habitat and micro-habitats that I have studied. DO: Record: WOODLICE HABITATS</p>
	<p>c) I can construct a food chain that starts with a plant and has the arrows pointing in the correct direction.</p>



Possible 'higher order' questioning		School Value	Topic relevance: How/when/where/why is it needed?
Remember	What are the animals in a leopard's food chain? What is a leopard's habitat?	Resilience	Many of the world's plants and animals have to show tremendous resilience to live in very difficult conditions, despite their ability to adapt to their environments.
Understand	Why are some habitats in danger?	Respect	We must show respect for our planet and all of its living things. Climate change and global warming is real and is damaging the world's beautiful animals' habitats.
Apply	Why do humans need different types of food? What difference does this make to our bodies?	Responsibility	We have a responsibility to look after our world and spread the message of how important it is. How can we do this? What power do we have?
Analyse	Why is fat important to humans...but not too much? How do carbohydrates work differently to fats?	Happiness	We all deserve happiness and to live in a fair world that we all look after.
Evaluate	What would happen if we only ate McDonalds every day for a month? What would be the effect on leopards if there were no trees?	Kindness	Every living creature deserves our kindness, and that includes humans, animals, plants and every living organism.
Create	Can you create a creature that would thrive in...?	Pride	We should be proud of our beautiful world, but not too proud to see that it needs our help to survive.