## Year 1 and 2: Wonderful Creatures

## Subject Specific Vocabulary Dozen

| animal      | Animals can be divided into                       |  |  |  |
|-------------|---|--|--|--|
| groups      | groups by looking at the                          |  |  |  |
| groups      | similarities and differences.                     |  |  |  |
| basic needs | The things animals need to                        |  |  |  |
|             | live.   |  |  |  |
| carnivore   | Animals that mostly eat                           |  |  |  |
|             | other animals (meat) are                          |  |  |  |
|             | carnivores.                                       |  |  |  |
| herbivore   | Animals that only eat                             |  |  |  |
|             | plants are herbivores.                            |  |  |  |
| omnivore    | Animals that eat both                             |  |  |  |
|             | plants and other animals                          |  |  |  |
|             | are omnivores.                                    |  |  |  |
| food chain  | This shows how food                               |  |  |  |
| J           | (energy) is passed between                        |  |  |  |
|             | plants and animals.                               |  |  |  |
| shelter     | A place where living things                       |  |  |  |
|             | are safe from the weather,                        |  |  |  |
|             | predators, and other                              |  |  |  |
|             | dangers.  |  |  |  |
| life cycle  | The changes living things                         |  |  |  |
| J           | go through to become an                           |  |  |  |
|             | adult.  |  |  |  |
| offspring   | The child of an animal.                           |  |  |  |
| live young  | Off spring that are not                           |  |  |  |
| tive goung  | hatched from an egg.                              |  |  |  |
| adult       | A fully-grown animal.                             |  |  |  |
|             | When living things make a new living thing of the |  |  |  |
| reproduce   |   |  |  |  |
|             | same kind.  |  |  |  |
|             | Same Ruta.  |  |  |  |
|             |   |  |  |  |

What I will know at the end of the unit:

## I will be able to

- compare differences between things that are living, dead and things that have never been alive.
- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- describe and compare the structure of a variety of common animals.
- · describe the basic needs of animals.
- know that animals, including humans, have offspring which grow into adults
- know 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



## Exciting Books



Sticky



- Animals are living things that need water, food, shelter and oxygen to live.
- Animals are able to sense (hear, see, touch, taste and smell) what is around them.
- Animals can be split into different groups: mammals, birds, fish, reptiles and amphibians being some of the groups. They have different features.
- Some animals are carnivores (eat meat), some are herbivores (eat vegetables) and some are omnivores (eat both meat and vegetables).
- All animals reproduce, which means they have offspring. Mammals give birth to live young, whilst fish, birds, reptiles and amphibians lay eggs.
- All offspring need to receive the basic needs of living things to grow to be an adult.