

***Our Intent is: To develop inquisitive children who are excited about investigating with curiosity, "How can scientific enquiry explain the world?" Exploring answers by gathering and analysing evidence.***



## Forton Primary School

### Nicky Nook Class Autumn 2 Year B

**Key Concept: Animals**

**Key Question: How are animals different to humans?**

#### **N.C. LINKS:**

**Animals, including humans** Pupils should be taught to:

- 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 (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

#### **Unit Overview:**

Animals from ponds, farms, wild, domestic etc.

Group according to physical features

Group according to carnivore, omnivore and herbivore.

#### **Vocabulary:**

- Adult                      Omnivore
- Develop                    Herbivore
- Life cycle                   Carnivore
- Offspring                   Live young
- Young

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Identify parts of the human body linked to the senses.		
<b>New Knowledge Progression:</b> <ul style="list-style-type: none"><li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li><li>• Recognise that humans are animals.</li><li>• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, and including pets).</li><li>• Find out and describe how animals look different to one another.</li><li>• Group together animals according to their different features.</li></ul>	<b>Building on Prior learning from EYFS:</b> <p>Explore/observe – look closely at/notice. Describe – Talk about what the notice/observe; talk about changes they notice and changes over time. Record – draw pictures, take photographs, make models or scrapbooks. Questioning – show an interest I /be curious about, ask questions about what they notice/ observe or changes that occur. Explain – talk about why things happen/occur; talk about how things work. Research – talk to people (visits/visitors/family), think of questions to ask to find things out and find out how things work; use first hand experiences/use secondary sources (eg books, photographs, internet). <i>Equipment and measures</i> – use senses/use simple equipment to make observations</p>	<b>Building on Prior learning when B follows:</b> <ul style="list-style-type: none"><li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li><li>• Recognise that humans are animals.</li><li>• Compare and describe differences in their own features (eye, hair, skin colour, etc.).</li><li>• Recognise that humans have many similarities.</li><li>• Notice that humans have offspring which grow into adults.</li><li>• Find out about and describe the basic needs of humans, for survival (water, food and air).</li></ul>

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	<p>(eg magnifiers, pipettes, egg timers, digital microscopes etc).</p> <p><i>Compare/sort/group/identify/classify</i> – notice similarities, notice differences: talk about similarities and/or differences.</p> <p><i>Test</i> – make suggestions, show resilience, work with others.</p> <p><i>Vocabulary</i> - use simple vocabulary to name and describe objects, materials, living things and habitats.</p>	<ul style="list-style-type: none"><li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Medicines can be useful when we are ill.</li></ul>
<p><b>Key Skills (Disciplinary)</b></p> <ul style="list-style-type: none"><li>• Use simple scientific language to talk about / record what they have noticed.</li><li>• Use observations to make suggestions and / or ask questions.</li><li>• Observe and describe simple processes / cycles / changes with several steps (<i>e.g. growth cycle, simple food chain, saying how living things depend on one another</i>).</li><li>• Observe closely and communicate with increasing accuracy the features or properties of things in the real world.</li><li>• Use observations to make suggestions and / or ask questions.</li><li>• Look / observe closely and communicate changes over time.</li><li>• Look / observe closely and communicate the features or properties of things in the real world. Observe closely using their senses.</li><li>• Decide how to sort and group objects, materials or living things.</li><li>• Say how things are similar or different.</li><li>• Compare and contrast simple observable features / characteristics of objects, materials and living things.</li><li>• Ask simple questions about what they notice about the world around them.</li><li>• Demonstrate curiosity by the questions they ask.</li><li>• Use simple and appropriate secondary sources (such as books, photographs, videos and</li></ul>		

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- other technology) to find things out / find answers.

**Sequence of Lessons:**

1. L.O. To identify and name a range of common animals including mammals, amphibians, reptiles, birds, fish.
2. L.O. Grouping animals according to physical features.
3. L.O. To understand what animals eat and draw a basic food chain.
4. L.O. to understand the life cycle of an animal.
5. L.O. To identify the senses of the human body.

**Enhancements:**

Farm/ animal visit  
Visit from a farmer/ vet/ wildlife group.  
Pond dipping opportunity.  
Focus scientist - David Attenborough

**End of Unit Outcome:**

To create a fact file on an animal (including their animal group, physical features, preferred habitat and why?)