

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
Science**

**Nicky Nook Class
Summer 1 & 2
Year A**

Etymology – amphibians 1630s, "having two modes of existence; of doubtful nature," from Greek *amphibia*, neuter plural of *amphibios* "living a double life," from *amphi* "of both kinds" (see **amphi-**) + *bios* "life" (from PIE root ***gwei-** "to live")



An Anthology of Intriguing Animals

Key Concept: Animals, including humans
Key Question: True or False: All animals are the same.

Unit Overview: Identify and classify animals carnivores, herbivores and omnivore.

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)

Vocabulary

Subject Specific

Working Scientifically

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<p>Describe features of fish, animals, birds amphibians.</p>	<p>Amphibians Carnivores Herbivores Omnivores Structure Classify Identify Reptiles Birds Fish Mammals</p>	<p>Research relevant Questions scientific enquiry Comparative and fair test Systematic careful observation accurate measurements Equipment data gather record classify keys conclusion predictions differences similarities changes improve interpret</p>
<p>New Knowledge Progression:</p> <ul style="list-style-type: none"> • Identify and name a variety of common animals including some fish, some amphibians, some reptiles, some birds and some mammals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores (i.e. according to what they eat). • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, and including pets). • Find out and describe how animals look different to one another. • Group together animals according to their different features. 	<p>Building on Prior learning from EYFS:</p> <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</p>	<p>Building on Prior learning when B follow A:</p> <ul style="list-style-type: none"> • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Recognise that humans are animals. • Compare and describe differences in their own features (eye, hair, skin colour, etc.). • Recognise that humans have many similarities. • Notice that humans have offspring which grow into adults.

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experiences/use secondary sources (eg books, photographs, internet).
Equipment and measures – use senses/use simple equipment to make observations (eg magnifiers, pipettes, egg timers, digital microscopes etc).
Compare/sort/group/identify/classify – notice similarities, notice differences: talk about similarities and/or differences.
Test – make suggestions, show resilience, work with others.
Vocabulary - use simple vocabulary to name and describe objects, materials, living things and habitats.

- Find out about and describe the basic needs of humans, for survival (water, food and air).
- 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.

Key Skills (Disciplinary)

- Use simple scientific language to talk about / record what they have noticed.
- Use observations to make suggestions and / or ask questions.
- Observe and describe simple processes / cycles / changes with several steps (*e.g. growth cycle, simple food chain, saying how living things depend on one another*).
- Observe closely and communicate with increasing accuracy the features or properties of things in the real world.
- Use observations to make suggestions and / or ask questions.
- Look / observe closely and communicate changes over time.
- Look / observe closely and communicate the features or properties of things in the real world.
Observe closely using their senses.
- Decide how to sort and group objects, materials or living things.
- Say how things are similar or different.

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- Compare and contrast simple observable features / characteristics of objects, materials and living things.
- Ask simple questions about what they notice about the world around them.
- Demonstrate curiosity by the questions they ask.
- Use simple and appropriate secondary sources (such as books, photographs, videos and other technology) to find things out / find answers.

Sequence of Lessons:

1. LO: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
2. LO: Identify and classify animals that are carnivores, herbivores and omnivores.
3. LO: Explore the structure of a variety of common animals.
4. LO: Compare how animals look different to each other.
5. LO: Sort animals according to their different features.

Enhancements:

Leighton Moss RSPB

End of Unit Outcome:

A fact file about a variety of common animals, including carnivores, herbivores and omnivores.

Oral Assessment:

True or False: All animals are the same.

Can you name and describe a variety of common animals including fish, amphibians, reptiles, birds and mammals?

Can you name animals that are carnivores, herbivores and omnivores? What do they eat?

Can you describe the features of a variety of common animals?

Can you compare how animals look different to each other?

Can you sort animals according to their different features?

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