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

Etymology - Adult -Latin *adultus* "grown up, mature, *adult*, ripe,

Life Cycles: Everything From Start to Finish.

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:

Subject Specific:

Working Scientifically:

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<table>
<tr>
<td>Identify parts of the human body linked to the senses.</td>
<td>Adult
Develop
Life cycle
Offspring
Young

Omnivore
Herbivore
Carnivore
Live young</td>
<td>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</td>
</tr>
<tr>
<td colspan="2">New Knowledge Progression:
• 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.
• 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.</td>
<td>Building on Prior learning from EYFS:
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.</td>
<td>Building on Prior learning when B follows:
• 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</td>
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• Group together animals according to their different features.	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). *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.	features (eye, hair, skin colour, etc.). • Recognise that humans have many similarities. • Notice that humans have offspring which grow into adults. • 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.		

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Observe closely using their senses.

- Decide how to sort and group objects, materials or living things.
- Say how things are similar or different.
- 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. 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?)

Oral Assessment:
How are animals different to humans?
Can you name and describe a range of common animals including mammals, amphibians, reptiles, birds, fish?
Can you group some animals together according to physical features?

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Can you describe what animals eat and draw a basic food chain?
Can you describe the life cycle of an animal?
What are the senses of the human body and what do we use them for?