



Key question?

Can you distinguish between different animal groups?

Big Questions:

What type of animal is this?

Can you describe and classify these animals?

Why are these animals suited to their environment (habitat)?

What parts of the human body are linked to each of our senses?

Can you name parts of the human body through games action-based songs and rhymes?

Pupils will be taught to:

- Ask simple questions.
- Observe closely, using simple equipment and research different animals and their characteristics and habitats.
- Perform simple tests, including those linked to their own senses.
- Identify and classify – 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 (see above)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Immersion Activity/Provocation: Using the school site and nearby Forest Site to bug hunt exploring habitat – caring for living things and safe collection.

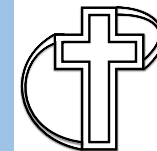
Bring a pet to school day – how can we prepare for’s visit? What do we need and why? What questions might we ask? What do we notice?

Sensory Explorers Activities – What can we hear – from where? What can we smell? What can we see- Colours in the dark activity

Topic Title: Animal Kingdom

Enquiry Question: Where does the Woodlice like to live and why? - Investigation

Focus Texts:



	<u>Skills and Knowledge</u>
Some children will:	<ul style="list-style-type: none">• Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants;• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;• Understand some important processes and changes in the natural world around them, including the seasons.
Most children will:	<ul style="list-style-type: none">• Ask simple questions.• Observe closely, using simple equipment and research different animals and their characteristics and habitats.• Perform simple tests, including those linked to their own senses.• Identify and classify – 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 (see above)• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Some children will progress further and will:	<ul style="list-style-type: none">• 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.• Identify and name a variety of plants and animals in their habitats, including micro-habitats• 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• Find out about the basic needs of animals including humans for survival (water, food and air).

Enrichment/Outdoor Learning: Bug hunts and bug house activities/ Pond dipping and Umbrella Tree Activity – Bring a pet to school event

Animations and videos:

<https://www.youtube.com/watch?v=pap2a3PSkbw>

<https://www.stem.org.uk/resources/community/collection/12726/year-1-animals-including-humans>

<https://www.stem.org.uk/resources/community/collection/277241/animal-magic>

Previously on... (Links to prior learning) Link to EY learning:

- Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Key Vocabulary

Linked to animal classifications - fish, amphibians, reptiles, birds and mammals.

Like/ the same/ different

Herbivore/ carnivore/ omnivore

Cross-curricular links:

Information writing - labels

Data handling – sorting and classification

D&T

Celebration of knowledge and skills gained (opportunities for assessment):

- To design a zoo making decisions about where each animal should be and why?
- Twenty Questions – What animal am I?
- What I've learned about my senses – learning together

Non-fiction texts: