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| Subject: Science Phase 1 – Year B Animals and Evolution  NC/PoS:   * 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. |
| Prior Learning (what pupils already know and can do).  Know there are different types of animals that live in different places - ocean, woodlands. Through visit to the zoo encountered animals not usually found in the UK. Senses have been taught in reception. |
| End Goals (what pupils MUST know and remember)   * Compare similarities and differences between animals: insects, birds, reptiles, mammals, amphibians, fish. Put animals into the main groups. * Know how any why they are different from each other. * Begin to talk about an animal’s offspring – hen and chick, sealion and a pup, whale and a calf. * Use correct terms when observing the life cycle of butterflies and ladybirds. Observe and talk about the life cycle of a chicken using the correct terminology. Use language related to the life cycle of a chicken to explain the process – brooding, incubation, clutch of eggs. * Know the life cycle of humans and compare to the life cycle of a chicken. * Know all animals, need food, water, air, and shelter. Know animals, need to stay fit by eating sensibly and taking regular exercise. Know all animals, need to eat a balanced diet |
| Key Vocabulary: group, classification, animal kingdom, amphibians, reptiles, birds, fish and mammals, omnivore, herbivore, carnivore, |
| Session 1: review prior learning - What animals can you find at a farm and a zoo?  LO: to identify and name parts of the body  <https://www.youtube.com/watch?v=BwHMMZQGFoM> parts of the body song  Play ‘Simple Simon says…’ with teacher, then in pairs  Using labels on the table, in small groups place in the correct place  Children draw a simple body and label the parts  Look at the body of a chimpanzee. What is the same and what is different.  Vocabulary: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, ankle, tongue, shoulder, stomach, nose |
| Session 2:  LO: to group animals according to their classification  Watch <https://www.youtube.com/watch?v=2wurZciX_N4>  Use the power point from YPTE (Young Peoples Trust for the Environment)  Sort photographs of different animals and sort them depending on their classification include trout, salmon, cod, plaice, frog, newt, toad, lizard, snake, turtle, alligator, sparrow, blackbird, robin, humans, dog, rat, bear   * Fish – have a backbone, gills and fins * Amphibians – have moist, scale * Reptiles – have tough scales and efficient lungs for breathing air. * Birds - have a light skeletal system and muscles to help it fly. * Mammals – have hair or fur, female produce milk for their young   Children record the groupings with reasons why  Vocabulary: group, classification, animal kingdom, amphibians, reptiles, birds, fish and mammals. |
| Session 3: Recap: match an example of amphibian, reptile, bird, fish and mammal  Introduce the concept of life cycles and offspring. Share with the children the lifecycle of a human. Have a selection of life cycles of different species, can the children order them? Set up an observation over time, children to watch the changes from an egg to a chick. Children to record their observations over time. |
| Session 4: Recap: order the life cycle of a chicken.  Children need to know all animals, need food, water, air, and shelter. Know animals, need to stay fit by eating sensibly and taking regular exercise. Know all animals, need to eat a balanced diet  Vocabulary: basic needs, shelter, exercise, group, classification, animal kingdom, amphibians, reptiles, birds, fish and mammals |
| Link to career:  Zoologist, Zookeeper |
| Scientists who have helped develop understanding in this field: Carl Linnaeus |