

Leintwardine Endowed CE Primary School Learning Journey Itinerary

'Letting Our Light Shine'

SUBJECT : Science Animals Including Humans	YEAR : A	TERM : Spring 2	YEAR GROUPS : 1-2
--	----------	-----------------	-------------------

Key Question : Is a human the same as a chick?

Previous Knowledge – We would expect children to already be able to:
Compare the habitats and animals that live in Leintwardine compared to those that live in Africa or the Arctic/Antarctic.

School trips to see animals, farms.

Walks around the village spotting animals

END OF UNIT OBJECTIVES

Some children will not yet have met what is expected and will show that they are emerging because they can:	Most children will show that they have reached the expected level because they can:	Some children will have gone beyond the expected level and will show that they are exceeding because they can:
Spot similarities and differences between different animals and how they look Focus on the bodies of animals and know a vertebrate has a back bone. Classify animals by what they eat (carnivore, herbivore, omnivore). Name 3 ways how a particular animal is suited to its environment. Bring information together that they have learnt and create a presentation about one animal.	Use characteristics of different animals to place them in to the correct categories – birds, fish, amphibians, reptiles, mammals, invertebrates. Recognise that some animals are different because some have a backbone and some do not. Understand that animals can be called a carnivore, herbivore and omnivore depending on their teeth and diet. Name some of these animals. Investigate how an animal is suited to its environment and compare against a different animal.	Sort animals using given criteria using Venn Diagrams. To know which animals are vertebrates and which are not. Start to look at the characteristics of each animal that falls in to each group and find similarities and differences between them. Compare 2 animals how they are suited to their environments. Consider how climate change might affect their suitability Compare humans to animals

ASSESSMENT OPPORTUNITIES

ENRICHMENT OPPORTUNITIES

Helping children to remember more

Investigations using scientific equipment.
Practical experiences – observing, making, recording.

Time to share and compare their investigations with peers and draw overarching conclusions.

Songs relating to body parts, head shoulders knees and toes

Practical learning experiences

Visit to zoo/animal park or visitor with animals.

SUBJECT SPECIFIC VOCABULARY

Live, humans, eggs, young, hatch, animals
Growing up, offspring, young, adults
Life cycles
Food, water, shelter,
Bones, skeleton, skull, shin, knee,
Compare, human
Animal

CROSS-CURRICULAR LINKS

Links that we can make to help children make sense of what we want them to know and be able to do.

Art and D&T – Create own environment to house their researched animal.

• Maths – Group and classify animals using Venn diagrams.

		<ul style="list-style-type: none">• English / Drama – Be presenters / zoo keepers presenting information found on a given animal and its suitability to its given environment.
--	--	--