

Topic Name	Animals including humans
Big Question	Which animals would you find living in Churchill Gardens?
Scientists to use as examples	Chris Packham
Key Knowledge	<p>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 including senses.</p> <p>Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.</p>
Key investigational skills	<p>Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat/ Which animals would you find living on the beach, in a forest, in a park, in my garden? What do animals eat? To observe animals in our local area/ school grounds. Sealife centre trip to observe a range of animals closely. Naming animals and types of animals. Naming habitats of animals. What animals eat. Classifying based on these facts. Children recognise biggest and smallest animals from their data. Record heights of animals in a simple table and interpret their data to compare animals based on their evidence.</p>
Vocabulary	head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, names of animals experienced first-hand from each vertebrate group
Prior learning – what children should know	Name animals.
Future learning – next time they will be learning	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. (Y2 - Living things and their habitats) • Describe how living things are classified into broad groups according to common

	observable characteristics and based on similarities and differences, including microorganisms, plants and animals. (Y6 - Living things and their habitats) • Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats)
Visits	Churchill gardens Nature area Gardener Gardening club
Book links	Under the Canopy Iris Volant & Cynthia Alonso