

Key Question: How can we group animals?

Overview Of Learning

During this unit of work, children will learn about different common animals and be able to discuss their features using scientific language such as feathers, beak, scales, fins etc. They will begin to identify similarities and differences between different animals. Children will also look at the diets of different animals and compare these. Finally, children will focus on humans, identifying body parts and linking these to senses as well as discussing the similarities and differences between humans.

Previous Learning

Children may have explored different animals during EYFS. They may have learnt the names of different animals and their features. They may have also looked at the similarities and differences between themselves and their classmates.

Knowledge And Understanding Objectives

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.

Future Learning

Animals and humans are studied in each year group.

Year 2 – Children will study animals further and learn about offspring and the basic needs that animals need to survive.

Year 3 – Children will learn about the importance of nutrition for animals. They will then focus on muscles and the skeleton.

Year 4 - Children will recap grouping animals in different ways based on their features, nutrition and skeleton. They will also create classification keys based on their study.

Key Vocabulary To Explain

animal – a living thing

herbivore – an animal that just eats plants

carnivore – an animal that just eats meat

omnivore – an animal that eats both plants and animals

mammal – a type of animal that has hair on its body and drinks milk

bird – a type of animal with feathers, wings and a beak

fish – a type of animal with scales, fins and lives in water

reptile – a type of animal with scales that lives on land

amphibian – a type of animal that is born in water but then develops lungs and lives on land

www.grammarsaurus.co.uk

Working Scientifically Objectives

Pupils in lower Key stage two should be taught to:

- ask simple questions and recognise that they can be answered in different ways
- observe closely, using simple equipment
- perform simple tests
- identify and classify
- use their observations and ideas to suggest answers to questions
- gather and record data to help in answering questions.

Misconceptions

Children might think that all animals eat the same thing. They may not realise that animals eat different things. There may also be misconceptions about animals eating humans e.g. sharks eat humans. This needs to be discussed that no animals hunt humans and that we do not live in the same habitat.

Children may discuss how all humans have two arms/two legs/eyes to see/ears to hear. Teachers may want to discuss how some children have disabilities so do not have all the same body parts or cannot use all of their senses to show diversity and inclusivity.