

Hook:

Children to find a messy picnic on the floor with animal footprints in flour. Children to eventually find out about a tiger in the classroom/



Paws, Claws and Whiskers

Focus: Geography, Science and DT



Knowledge:

What are the 7 different continents?
What are the 5 different oceans?
Can you locate the continents/oceans on a map?
How many oceans and continents are there?
What continent do (animal) live on?
Where can they be found?
Why does a _____ live in a cold/hot place?
What are the five different animal groups?
What animals fit into each group?
What features are specific to each animal group?
Where do they live?
What is their habitat like?
What can I use to join materials together?
What tools can you use?
What is a model/ sketch?
What material best suits a specific feature?
Why do we plan? What is a plan?

Learning Journey:

Introduce a map of the world—what is this? What does it show us? Where do you think we are. Talk about how the land and sea is split into different continents and oceans- How many are there? What are the seven continents? What are the five oceans? Where are they? Children to label continents and oceans on a world map.

Trip / Visitor:

Visit from Animal experience man

Learning Journey:

Recap carnivores, herbivores and omnivores. Talk to children how animals can be classified in different ways. Introduce the different animal groups. Children to classify different animals into their correct groups and also recall and label key facts with each animal group.

Learning Journey:

Animal structures- show children different animal (and humans) skeletons. Compare and talk about similarities and differences. Look at the main features of each animal skeleton e.g. skull, spine, legs etc. Children to try and match animals to skeletons and label them. Children to then also label animals and compare them looking at animal bodies and key features.

Characteristic foci:

Respect/ independence

Learning Journey:

Talk to children about different animal habitats. What is a habitat? Why might animals have specific habitats? How do they adapt for their environment? Why does a _____ live in a cold place? Children to research different animals from a variety of animal groups using computers. What animal group are they from and why? What makes them a ...? Children to also locate the continent or ocean that the animal may come from? Why might it live here?

Vocabulary:

Amphibian, fish, reptile, bird, mammals, habitats, classifying, identifying, animal groups, carnivore, omnivore, herbivore
Antarctica, Asia, Europe, North America, South America, Africa, Australia Pacific, Atlantic, Indian, Arctic, Southern, Continent, Ocean, Earth, Atlas, Globe, Map, Sea

Skills:

Identify and classify different animals
Research facts about different animals using books and technology
Using I pads and computer safely and correctly
Asking simple questions
Work collaboratively in a group.
Design a sketch of the model and label.
Evaluate finished piece.
Use a range and a variety of materials and know their names.—reasons why they have used them
Use maps, atlases and globes
Research animals and places using ICT
Cutting and shaping accurately

Learning Journey:

Introduce a moving mouth model of an animal from a particular group. Children to be in groups of three and choose an animal from a group to plan, create and evaluate. Show children how to plan. How do we sketch our idea? What materials and resources will we need? What will be their role in the group? What might be difficult. Children to also focus on the key features of their animal.

Curriculum Coverage:

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Pole
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- 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)
- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic
- explore and evaluate a range of existing product

Learning Journey:

Show children how to make different joins into their designs to create different features. Children to create their models using junk modelling materials. What would be the best material to use? What material would be used to decorate your animal? How will you create key features? Children to then evaluate their models at the end. What went well? What did you find hard? What changes did you make?

Display Plan:

Childrens animal models and stories

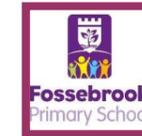
Outcome:

Share knowledge of animals and show moving animal models to Year 3 as they are learning about predators.



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What do they already know?

What is a carnivore?

What is a herbivore?

What is an omnivore?

Features of a human body

Different animal names and some facts

How will they remember it?

Recap previous lessons at the start of each lesson

Class quizzes at the end of lessons

Play KABOOM

Play KAHOOT— Using the IPADS

Key vocabulary to be displayed around the classroom

Key vocabulary word mats to support those who need it with learning new vocabulary

Talk about prior learning linking to this topics— classifying

Which resources will I need?

World maps/ atlas

Ipads/ Computers

Junk modelling resources

Pictures of different animals

Visit from Bella?

Books—focusing on different animal groups