

BIOLOGY

YEAR 1 and 2: AUTUMN 2

How can we group different animals?

COVERAGE: How can we group different animals? The children will be learning about animals, the children compare and group them by similarities and differences in characteristics, physical features and diets.

- Name and describe the physical features of a range of animals.
- Sort animals into groups based on their similarities and differences.
- Identify characteristics specific to mammals, birds, reptiles, amphibians and fish.
- Recall the diets of carnivores, herbivores and omnivores.

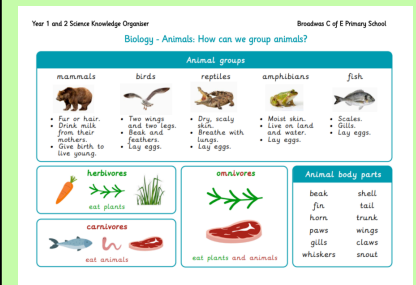
Working Scientifically

- Use a non-fiction text to find out about specific animals' diets.
- Recognise that there are different ways to gather data.
- Record data in a block graph and use this to answer questions.
- Recognise what the scientist Jane Goodall was known for.
- Recall some of Jane Goodall's key findings.

KEY LANGUAGE AND VOCABULARY:

amphibian
bird
carnivore
compare
diet
difference
fish
group
herbivore
mammal
observe
omnivore
reptile
scientist
similarity

KNOWLEDGE AND FACT SHEET



KEY QUESTIONS:

1. How to identify and group animals?
2. How can we describe a variety of animals?
3. How can we compare a variety of different animals?
4. What does carnivore, omnivore and herbivore mean?
5. Which animals would make good pets and why?
6. Who is Jane Goodall and what is she famous?

KEY SKILLS AND KNOWLEDGE

Knowledge

- A variety of common animals (including fish, amphibians, reptiles, birds and mammals).
- The main body parts of common animals (arms, legs, wings, tails, fins, head, trunk, horns, tusks and shell).
- A carnivore is an animal that eats other animals and to give some examples.
- A herbivore is an animal that eats only plants and to give some examples.
- An omnivore is an animal that eats both animals and plants and to give some examples.
- About famous scientists throughout history.

Skills

Posing questions

- Recognising there are different types of enquiry (ways to answer a question).
- Responding to suggestions on how to answer questions.

Planning

- Deciding if suggested observations are suitable, with support. <u>Observing (qualitative data)</u> - Using their senses to describe, in simple terms, what they notice or what has changed. <u>Researching</u> - Gathering specific information from one simplified, specified source. <u>Recording (diagrams)</u> - Drawing and labelling simple diagrams. <u>Grouping and classifying</u> - Grouping based on visible characteristics. <u>Graphing</u> - Representing data using pictograms and block charts. <u>Analysing and drawing conclusions</u> - Using their results to answer simple questions.	
ENRICHMENT: Children will be able to meet different pets in school brought in by members of the school community. Visits: -	Previous Learning: Future Learning: Children will start looking at how the weather changes in different seasons (Physics) and what makes us human (Biology)?
School Drivers to Examine Children will look at: - <u>Care of the Environment</u> = children will explore how we can care for and look after animals within the wonder world.	