

Science - Term 2 Animals including Humans

Learning objectives	Activities	Key questions	Resources
To explore features of animals and group them by their features	Scatter lots of colour pictures of animals around the classroom. Children look at pictures and identify the animals. How could we group the animal pictures? See what the children come up with. Move to prompts... fur, scales, feathers, wings. Place animal group name titles on carpet - read them out and talk about features. Now as a group, group animals accurately	Can I identify a variety of animals? Can I discuss the different features the animals have? Can I group animals accurately?	Colour animal pictures from animal groups: mammals, insects, reptiles, amphibians, fish, birds Large animal group headings
To identify animals and name animals in our local environment	What wild animals might you see in your garden? In the woods? Fields? park? Around school? At night? (owls, foxes, badgers, hedgehogs, rabbits, birds) Look a picture of fox, rabbit, hedgehog, blackbird - what do they eat? Matching card activity. How can we care for them? Don't drop rubbish, don't use poisons in garden etc	Can I name animals found locally? Can I say what they might eat? Can I think of ways to help protect them?	Pictures of fox, badger, hedgehog, rabbit, birds, frog, owl Matching food cards
To develop an understanding of looking after wildlife - outdoor visit to either: Nature Trail or Hemsley's conservation centre	Outdoor visit - How to protect our wildlife	Can I understand how to protect our wildlife? Can I take part in an outdoor visit safely?	Book minibuss, risk assessment, pre book if Hemsley's. Letters home to parents a week before to sign.
To be able to identify simple body parts.	Body part matching activity. To recall that humans are mammals. Revise other animals belonging to the mammal group	Can I name common body parts? Can I understand humans belong to the mammal group? Can I name other mammals?	Body outline, body parts matching cards to arrange on outline

<p>To explore and understand which body parts are associated with each sense</p>	<p>Body part and sense matching activity -</p> <p>Sight, sound, smell, taste, touch</p> <p>What's in the bag? Blindfold, feel in bag using touch sense and guess what's in the bags</p> <p>Taste sense - blindfolded different flavours of crisp tasting</p>	<p>Can I identify which body part is linked with each sense?</p> <p>Can I use my touch sense to identify which animal (toy animals)?</p>	<p>Body part and senses matching cards</p> <p>Feely bags, blindfolds, variety of crisp flavours</p>
<p>To understand what humans need to do to stay healthy - linked to RSE/PHSE</p>	<p>Class thought shower - how to stay healthy- Food, exercise, teeth, water</p> <p>Sort healthy/unhealthy food activity</p> <p>Make a 3-d healthy meal</p>	<p>Can I understand how to stay healthy?</p> <p>Can I recognise healthy and unhealthy food?</p> <p>Can I create a healthy 3-d meal?</p>	<p>Healthy/unhealthy food pictures to sort.</p> <p>Paper plates, wool, cotton wool, tissue paper, sponge, card, pva glue</p>