


## Dereham Church Infant and Nursery School- Science

	<b>Year group: Nursery</b>	<b>Area/topic: Animals</b>
<p><i>(Objectives from NC/ELG/Development matters)</i></p> <ul style="list-style-type: none"> <li>*Understand the key features of the life cycle of a plant and an animal. (Understanding the world)</li> <li>*Begin to understand the need to respect and care for the natural environment and all living things. (Understanding the world)</li> </ul>		

<i>Prior learning</i>	<i>Future learning</i>
<p>* Explore natural materials, indoors and outside. (Birth to three)</p>	<ul style="list-style-type: none"> <li>*Recognise some environments that are different to the one in which they live. (Reception)</li> <li>*Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals, including humans)</li> <li>*Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals, including humans)</li> <li>*Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 - Animals, including humans)</li> </ul>
<b><i>Working scientifically &amp; encouraging scientific enquiry</i></b>	

### **Classification & identification**

- \* Name and identify animals.
- \* Matching animals to their young.

### **Observations**

- \* Children to see animals in person and have hands-on experience of different animals.

### **Observing over time**

- \* Children to observe chicks hatching.

### **Research using secondary sources**

- \* Children will be shown photos of different animals.
- \* Children will watch videos of animals.

## What pupils need to know or do to be secure

Key knowledge and skills	Possible evidence
<p><b>Children will be taught to:</b></p> <ul style="list-style-type: none"><li>-Begin to use language to identify basic animals seen in the outdoor area such as a bird. Adults to model identifying and naming whilst outside.</li><li>-Identify, recognise and correctly name animals that are kept as pets.</li><li>-Share if they have a pet at home, the type of animal this is and its name.</li><li>-Use prior knowledge of their own body parts to identify the body parts of pets e.g. head, legs, feet.</li><li>-Recognise that pets have a tail but humans do not.</li><li>-Recognise and describe pet's body coverings with simple vocabulary e.g. furry</li><li>-Use small world animals to identify and name common animals when playing.</li><li>-Name and describe animals they find and see in the school outdoor area such as a bird seen in the playground.</li><li>-Find mini beasts and explore where they can be found (in the school playground/nursery outdoor area)</li><li>-Begin to correctly name some mini beasts.</li><li>-Use their language to explain what they have observed in the outdoor area.</li><li>-Observe how butterflies grow and change from a caterpillar. Children will have a mesh butterfly garden within the nursery classroom to observe the changes that take</li></ul>	<ul style="list-style-type: none"><li>*Children can name and describe the animals they have encountered.</li><li>*Children can talk and explain how they cared for the eggs and/or animals they have had in their class.</li><li>*Children can describe how animals change over time.</li><li>*Children can match animals to their young and begin to name these.</li></ul>

place during a butterfly's life cycle. Children will be taught to describe their observations.

- Respect wild animals in the school outdoor area and help to look after their outdoor environment
- Be supported to understand how and why questions about animals and begin to form answers with support.
- Use a range of media to record their observations of animals e.g. drawing, painting, play dough etc.
- Collect natural items e.g. twigs, leaves or grass to then build a minibeast home
- Explore and be exposed to a different environment during a local walk.
- Use prior knowledge of insects and animals to identify and name some creatures seen in a different environment during a local walk

### Key vocabulary

Egg, chick, bird, caterpillar, cocoon, chrysalis, butterfly, frog spawn, tadpole, froglet, frog, grow, change, die, names of animals and their young, fur, feathers, scales, tail, wings, beak, claws, paws, hooves, swim, walk, run, jump, fly, patterns, spots, stripes.

### Common misconceptions

Some children may think:

- \*All animals lay eggs.
- \*The young animal is fully formed inside an egg and just waiting to hatch.
- \*The young animal is fully formed inside an egg and just grows until it is big enough to hatch.
- \*Animals are assembled from body parts within the egg.
- \*All animal young are just small versions of the adult and get bigger.
- \*Animals such as cows and hens "make" milk and lay eggs for us [humans].
- \*Humans are not animals.

### Books linking to this area

Traditional stories and nursery rhymes

- \*The Ugly Duckling
- \*Old MacDonald had a Farm Other texts
- \*The Very Hungry Caterpillar & The Mixed-Up Chameleon by Eric Carle
- \*Counting Creatures & Monkey Puzzle by Julia Donaldson
- \*Who is in the egg? by Alexandra Milton
- \*The Odd Egg & Monkey and Me by Emily Gravett
- \*Baby Goz by Steve Weatherill
- \*Cock-A-Doodle-Moo by Bernard Most
- Brown Bear, Brown Bear, What Do You See? & Polar Bear, Polar Bear, What Do You Hear? by Bill Martin Jr
- \*Wibbly Pig Picks a Pet by Mick Inkpen

	<ul style="list-style-type: none"> <li>*Farmyard Hullabaloo by Giles Andreae &amp; David Wojtowycz</li> <li>*Rosie's Walk by Pat Hutchins</li> <li>*Little Chick's First Day by Paula McBride</li> <li>*Lucky Little Mouse by A H Benjamin</li> <li>*Dora's Egg by Julie Sykes</li> <li>*The Trouble with Tadpoles by Sam Godwin *</li> <li>Stellaluna by Janell Cannon</li> <li>*Moo, Baa, La La La! by Sandra Boynton</li> </ul>
<p><i>Memorable first hand experiences</i></p> <ul style="list-style-type: none"> <li>*Complete a local walk to look and listen for wild animals.</li> <li>*Animals to visit school for children to see and feel.</li> <li>*Children to observe how an animal is born through chicks or caterpillars kept in the EYFS area.</li> <li>*Invite somebody into school who works with animals e.g. a vet, zookeeper etc.</li> </ul>	<p><i>Opportunities for communication</i></p> <ul style="list-style-type: none"> <li>*Lots of discussion around how animals look, feel to touch and sound.</li> <li>*During continuous provision and outdoor learning time, adults to encourage children to communicate what they notice about animals and using their senses to describe.</li> <li>*Play games involving animals and encourage to imitate animal noises.</li> </ul>

## DCINS Reasonable adjustments for pupils with SEND

### *Communication and Interaction*

- \*Visual aids, pictures of equipment with words labelled, word mats with pictures for key words in that lesson.*
- \*Freedom to explore scientific equipment and investigate in own way.*
- \*Hands on experiences to encourage communication and interaction with others.*
  - \*Pre teaching any new vocabulary.*

### *Cognition and Learning*

- \*Opportunity for lots of hands on exploration and verbally sharing thoughts and ideas.*
- \*Freedom to explore scientific equipment and processes.*
  - \*Pre teaching new vocabulary or concepts.*
  - \*Activities adapted if needed for safety and ease.*
- \*Visual aids, pictures of equipment, mats with key words and pictures*
- \*Learning recorded through photos and adult quotes, children not expected to write for recording their understanding.*
- \*Using working walls to aid learning and remind of previous learning.*

### *Social, Emotional and Mental health*

- \*Awareness of individual needs, any potential triggers within the curriculum and the child's background.*
- \*Pre prepare children for any activity they could find triggering or difficult in some way.*
- \*Practical activities or experiments to be completed within a smaller group or 1:1 if needed.*
- \*If the class are sharing their learning within a large group, take the child in a smaller focus group if they struggle with social situations.*
- \*Adjustments made where needed to suit individual.*

### *Sensory and Physical*

- \*Adult support with any practical activities.*
- \*Awareness of the individual's likes or dislikes and their own reactions to sensory activities.*
- \*If a child enjoys sensory activities, then plan for this wherever possible within the lesson.*