


Dereham Church Infant and Nursery School- Science

	Year group: Reception	Area/topic: Animals
	<p><i>(Objectives from NC/ELG/Development matters)</i></p> <ul style="list-style-type: none"> *Recognise some environments that are different to the one in which they live. (Understanding the world) *Explore the natural world around them. (Understanding the world) *Describe what they see, hear and feel whilst outside. (Understanding the world) 	

Prior learning	Future learning
<ul style="list-style-type: none"> *Understand the key features of the life cycle of a plant and an animal. (Nursery) *Begin to understand the need to respect and care for the natural environment and all living things. (Nursery) 	<ul style="list-style-type: none"> *Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals, including humans) *Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals, including humans) *Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 - Animals, including humans)
<p><i>Working scientifically & encouraging scientific enquiry</i></p>	

Classification & identification

- *Name and identify animals.*
- *Group animals that look similar.*
- *Play games that match animals to their habitat.*

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 in different habitats.*
- *Learn how animals from different habitats are cared for.*

What pupils need to know or do to be secure

<i>Key knowledge and skills</i>	<i>Possible evidence</i>
<p><i>Children will be taught to:</i></p> <ul style="list-style-type: none"><i>-Know the correct names for pets and identifying these animals e.g. dog/cat.</i><i>-Use small world animals to identify and name common wild British animals when playing.</i><i>-Explain their own opinion about animals, share which animals they like or dislike.</i><i>-Begin to verbally use the correct terminology for animal body parts such as beak, wings, tail.</i><i>-Mimic animals by moving like common animals and showing understanding of how they move e.g. using arms to mimic the wings of an owl.</i><i>-Name and describe things they find and see in the natural world such as a bird seen in the playground.</i><i>-Understand that some animals are awake at night and introduced to the word 'nocturnal'.</i><i>-Know a few common British animals that are nocturnal and understand what they do during the night such as catch their food.</i><i>-Discuss the natural environment when dinosaurs existed and compare to how the world looks today.</i><i>-Ask their own questions about the things they find e.g. why/how do birds fly?</i><i>-Know the names of some dinosaurs.</i><i>-Use their knowledge and understanding of animal body parts to identify the parts of a dinosaur such as tail, wings, legs.</i><i>-Understand that some creatures hatch from eggs by being taught that dinosaurs hatched from an</i>	<ul style="list-style-type: none"><i>*Children can use vocabulary to identify and name animals.</i><i>*Children will be able to describe how animals look and feel as well as the sound of some animals.</i><i>*Children will explore movement and using their bodies to represent animals.</i><i>*Children will describe different habitats.</i><i>*Children will name some habitats and describe animals that live there.</i><i>*Children will ask questions about animals.</i><i>*Evidence will be collected through</i>

egg.

-Understand and use the word extinct. Children will be taught that dinosaurs are extinct and this means they are no longer alive on the planet. This will be compared to other animals that are extinct.

-Observe fossils and understand how they are made. Children will be taught to understand that fossils help scientists to learn about dinosaurs.

-Become aware of bones and that bones are inside of us as well as some animals. Children will be taught that dinosaur bones help scientists.

-Compare natural environments and built up environments. Discuss how zoo animals may live within a built up environment when in a zoo but in the wild the environment would be very different.

-Express their opinions of natural environments and built up environments. Which environment do you think the animals prefer?

-Draw or make a model of a common animal and explain its basic structure, naming basic body parts.

-Recognise and explain similarities and differences between an animal and themselves e.g. a bird has wings but a human does not.

-Understand how to look after animals in the wild and pets, recognise how they can care for wild animals in their own local environment.

-Ask questions about animals that begin with 'why', 'how' or 'I wonder'.

-Observe the beginning of life by having chicks to hatch in school. Children will be taught to care for the eggs before hatching and how the chicks must be looked after once they have hatched.

-Understand the needs of animals and compare to a human e.g. an animal needs food and drink just as a human does.

-Understand that animals are used for food for humans, identify which animals are used for food and match the animal to the type of food they create e.g. cows create beef.

photos, quotes and children's recording (e.g. drawing).

Key vocabulary

Names of animals, on land, in water, jungle, desert, North Pole, South Pole, sea, hot, cold, wet, dry, snow, ice, environment, polar regions, ocean, camouflage, nocturnal.

Common misconceptions

Books linking to this area

- *Animals are furry and have four legs.
- *A bee is not an animal because it is an insect.
- *Animals adapt to their surroundings, e.g. a brown bear turns white and becomes a polar bear.
- *Animals living in the soil breathe by coming to the surface.
- *Dragons and other mythical creatures are real animals.
- *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.

- *Lost and found by Oliver Jeffers
- *Shark in the Park by Nick Sharratt
- *One Day on our Blue Planet: In the Antarctic by Ella Bailey
- *Poles Apart by Jeanne Willis
- *Monkey with a Bright Blue Bottom by Steve Smallman
- *Walking through the Jungle by Julie Lacombe
- *How many legs? by Kes Gray
- *What do you do with a tail like this? by Steve Jenkins
- *We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury
- *Bears by Sally Morgan
- *Usborne Beginners Bears by Helen Helbrough
- *Owl babies by Martin Waddell
- *Surprising sharks by Nicola Davies

Memorable first hand experiences

- *Children to have chicks in school and observe these hatching.
- *Children to have animals visit the school to see and hold.
- *Children to visit a local farm or petting zoo.

Opportunities for communication

- *Children encouraged to describe animals, what they see and how they feel during first-hand experiences.
- *Children encouraged to describe habitats.
- *Children to explore animal movements and describe how they are moving their body to look like an animal.
- *During outdoor learning time, discussing animals they might see or hear.
- *Through the use of Explorify.

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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.*