

PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY ITINERARY

Pembridge is a school where we encourage everyone to be inspired through faith in God and to live by Christian values so that our teaching and learning is of the highest quality, our whole community flourishes and we reflect all that is worthy of praise.

SUBJECT: Science (biology)

YEAR: A

TERM: A2

YEAR GROUPS: 1/2

KEY QUESTION: What can we discover about animals?

PREVIOUS KNOWLEDGE We would expect most children to already be able to:

- Explore the natural world around them, making observations and drawing pictures of animals and plants, explaining why some things occur, and talk about changes.
- Name a variety of common animals and pets.
- Look at similarities and differences in the appearance of animals.
- Know animals have different diets.

Next steps - Class 3

- identify that humans and some other animals have skeletons and muscles for support, protection and movement
- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions

Next steps - Class 4

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.

End of Unit Objectives

*Some children will not yet have met what is expected and show they are **emerging** because they can:*

- With support, spot similarities and differences between the appearance of different animals. Learn that all of the introduced animal families are vertebrates which means that they have a backbone inside of their bodies. **KQ1**
- With support, name different animals that belong to the mammal group. Learn that mammals are warm-blooded, often have hair or fur, give birth to live babies and breath using lungs. **KQ2**
- With support, sort photos of birds and reptiles in to their correct family category. Identify some of the features of both animals. Learn that birds are warm-blooded, like mammals, and reptiles are cold-blooded. **KQ3**
- With support, use secondary sources to research facts about fish and amphibians. Identify what is the same and what is different about them. **KQ4**
- With support, look at the appearance of carnivore, herbivore and omnivore teeth. Learn that a carnivore eats meat, a herbivore eats plants and an omnivore eats both. Match up the animal to the diet type. **KQ5**

*Most children will show that they have reached the **expected** level because they can:*

- Match features and characteristics to the correct animal e.g. feathers, beak, wings to bird. Sort animals in to their correct animal family: mammal, reptile, bird, amphibian, fish. Understand what it means to be a vertebrate. **KQ1**
- Shown an understanding of what it means to be warm-blooded, often have hair or fur, give birth to live babies and breath using lungs by matching titles to their definitions. **KQ2**
- Identify the features of birds and reptiles. Understand what each feature allows the animal to do. e.g. Wings can allow the bird to fly. Webbed feet allow a bird to swim. Know the difference between warm and cold-blooded animals. **KQ3**
- Use secondary sources to research facts about fish and amphibians. Present findings about the features of a fish and amphibian using correct vocabulary. **KQ4**
- Describe the appearance of carnivore, herbivore and omnivore teeth. Know that a carnivore eats meat, a herbivore eats plants and an omnivore eats both. Identify the diet type of several animals. **KQ5**

*Some children will have gone beyond the expected level and show that they are **exceeding** because they can:*

- Confidently explain how they have sorted the animals and why. Compare the features and characteristics of a human and think about which category we could not belong in and why. **KQ1**
- Understand what they would like to go on to find out and which line of scientific enquiry they might need to use. **KQ2**
- Think of what evidence they would show to prove that a reptile cannot be confused with a mammal. **KQ3**
- Confidently expand upon the features of a fish and amphibian by describing the purpose of each feature. **KQ4**
- Investigate the statement that 'Carnivores are not hunted by other carnivores'. **KQ5**

ASSESSMENT OPPORTUNITIES – What are children aiming for?

Children will be able to demonstrate their learning through:

National Curriculum:

- 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)

ENRICHMENT OPPORTUNITIES –

What can we give children along the journey to help them remember more?

We will endeavour to include:

CROSS-CURRICULAR LINKS –

What links can we make to help children make sense of what we want them to know and be able to do?

This itinerary fits with our other learning through:

• Investigations using scientific equipment. • Practical experiences – observing, making, recording. • Time to share and compare their enquiries with peers and draw overarching conclusions. • Visit to zoo/animal park or visitor with animals.	• Art & Design – Create an animal’s tooth using clay • Maths – Group and classify animals using Venn diagrams. • English / Drama – Present information found on a given animal. • Computing – use secondary sources using websites to find out information about animals.
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LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things	learn the names of animal families.
Works hard	use scientific vocabulary to explain their findings.
Concentrates	listen attentively in group sessions and make predictions and conclusions.
Self-motivates	work in a group to share knowledge and use each other’s strengths to help one another.
Imagines	create their own way of presenting their research to their peers.
Improves	understand the variety of animals within the world.
Understands others	gain a greater understanding of how animals differ depending on which world region they may live.
Doesn’t give up	continue to work hard to understand how animals can be grouped and organised in to categories / families.