

Science Key Learning Penguins, possums and pigs

- 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. Look at their diet.
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, and including pets).
- Find out and describe how animals look different to one another.
- Group together animals according to their different features.
- Recognise similarities between animals: structure: head, body, way of moving, senses, body covering, tail.
- Know that Animals have senses to explore the world around them and to help them to survive.
- Recognise that animals need to be treated with care and sensitivity to keep them alive and healthy.
- Animals are alive; they **move**, **feed**, grow, use their **senses** and reproduce.

Key Questions	Key Vocabulary
How do we know they are animals?	Mammal – a warm blooded animal that gives birth to live young
What makes an animal an animal? What features do animals have? (head, body/body parts, body covering, way of moving, senses, number of legs, wings, etc.)	Amphibian - a cold blooded animal that can live on land and in water
What things are similar between two different animals?	Reptile – a vertebrate animal that can have dry skin and lay eggs
All animals are the same? True or False	Habitat – a natural home or environment that an animal lives in
How do different animals move?	Camouflage – the colouration of an animal that blends in with its surroundings
What sort of animals live in these hot/cold places?	Prey – an animal that is hunted by another animal for food



What will we be learning about in this topic?

- Observe and compare a variety of different animals from different groups (mammals, birds, fish, amphibians, reptiles). Compare, sort and group these animals in different ways.
- Record how different animals move, feed and what they look like/body covering.
- Make me an animal. Label the six sides of a dice with the words *push*, *pull*, *squash*, *twist*, *stretch*, *pinch* (simplify by just repeating the words push and pull). Give each child some malleable material and challenge them to make an animal (e.g. hedgehog, duck, fish).
- What kind of animal do you think a possum is? Get the children to draw what they think a possum looks like. Can they label it (e.g. head, body, tail, etc.)? Can they find a picture of a possum on the internet such and find something out about the head, tail, body/body covering, legs, eyes, ears, nose. Can the children say or write one thing about each part of the possum. How does it compare to their initial thoughts of what a possum might be? Can they guess what its super sense might be from the way it looks?
- Describe features of animals for other children to guess using precise vocab.
- Vets Role Play
- What do animals eat? Compare diets of different animals.

