Programme of Study Statements	Key Vocabulary
• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves
• Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	Names of animals experienced first-hand from each vertebrate group
• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Parts of the body including those linked to PSHE teaching
	Senses – touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue

Investigations and Skills for thinking like a Scientist

Sticky Knowledge:

There are many different animals with different characteristics.
• Animals have senses to help individuals survive. When animals sense things they are able to respond.
• Animals need food to survive.
• Animals need a variety of food to help them grow, repair their bodies, be active and stay healthy

Comparative Tests	Identify & Classify	Observation over time	Pattern seeking	Research	Prior Knowledge:
Is our sense of smell better when we cannot see?	How can we organise all the zoo animals? What are the names for all the parts of our bodies?	How does my height change over the year?	Do you get better at smelling as you get older? Do all animals eat the same food?	Do all animals have the same senses as humans? Why are animals different patterns?	Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (Revised Early Learning Goal-Natural World)

Potential Evidence to support our Scientists:	Future Knowledge:
• I can name a range of animals which includes animals from each of the vertebrate groups • I can describe the key features of these named animals • I can label key features on a picture/diagram • I can write descriptively about an animal • I can write a What am I? riddle about an animal • I can describe what a range of animals eat • During PE lessons, I can follow instructions involving parts of the body	Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. (Y2 - Living things and their habitats)

- I can label parts of the body on pictures and diagrams
- I can explore objects using different senses

Big Question: What are animals like?

Cultural Capital

Visits and visitors	**Experiences and events**	**Key texts**
Trip to the zoo/ the wild place. Slimbridge Wildfowl Trust Zoo visits to the school Visit to the school from an animal (with a member of the school community)	Visit to the pond	*One Year with Kipper* *(Mick Inkpen)* **Snail Trail** (Ruth Brown) **Superworm** (Julia Donaldson & Axel Scheffler)
Community events and links Local Bee colony RSPB – Brid watch (January)	**Global issues** Endangered animals	**Famous people/ Key Scientists** Steve Backshall (marine biologist) Steve Irwin Chris Packham (Animal Conservationist)
Life Skills **Curiosity** Teamwork Problem Solving Resilience Making Links	**Key places** Lower Woods School grounds including pond area.	