



The Animal World

Amphibians, reptiles, fish, birds and mammals



Overview of theme:

Children will learn about a variety of familiar and less familiar animals, including fish, amphibians, reptiles, birds and mammals. This unit will also link to Geography, where children will explore what life is like in a non-European country.

Children's learning:	<ul style="list-style-type: none">• To identify animals by their features and group them in different ways.• To make an animal model and name parts of the animal's body.• To use information sources e.g. photographs and books to find out about animal bodies and compare different animal bodies.• To observe fish and make comparisons between different fish.• To observe and compare different birds and use simple terms to describe them.• To explore how animals move.• To recognise that some animals eat mainly meat (carnivores) and some eat plants (herbivores) and some eat both (omnivores).• To name several nocturnal animals and describe how they differ from daytime animals.
Core texts:	<i>Handa's Surprise</i> by Eileen Brown
Key vocabulary:	Fish, amphibian, reptile, bird, mammal, carnivore, herbivore, omnivore, tail, paws, legs, feet, nose, ears, eyes, feather, fur, scales, fins, fish, tail, gills, eyes, mouth, bill, beak, head, legs, wings, feather, webbed feet, tongue.
Planned visits, and school workshops:	Outdoor learning activities.
Information for parents:	You might wish to visit a zoo, aquarium, wetland centre, pet shop or farm to gather interesting facts about animals. Observe wildlife in the local area e.g. squirrels, birds, foxes and talk about how they move. Which animals are nocturnal? Can you spot any unusual animals e.g. parakeets – what colour are they? Where did they come from originally? Watch a wildlife documentary together and comment on interesting facts. Can you spot anything in the local ponds or streams e.g. tadpoles, stickleback? Visit your local library and choose information books about animals.
Homework linked to theme:	Phonics and spelling based homework. Maths based homework.
References, resources and weblinks:	Education City, Oxford Reading Owl, Phonics Play (Buried Treasure) Children's log-in details are in your child's reading record book. <ul style="list-style-type: none">• Mathletics - http://www.mathletics.co.uk/

Cross-curriculum links and focuses:

English	Children will read <i>Handa's Surprise</i> by Eileen Browne. They will develop their comprehension and grammar skills. Children will learn to write simple factual sentences based around the theme of animals. They will use names, labels, captions, lists and diagrams to create an animal fact file. Children will also compose their own animal poems and learn to recite simple poems and rhymes from memory.
Mathematics covered this half term	Add and subtract numbers including: a two digit number and ones; a two digit number and tens; two two digit numbers; adding three one digit numbers. Solve missing number problems. Represent and use number bonds and related subtraction facts within 20. Count read and write numbers from 1-100 in numerals and words. Compare, describe and solve practical problems for mass/weight e.g. heavy/light; capacity and volume e.g. empty, more than, less than, half, half full, quarter. Measure and begin to record mass/weight, capacity and volume.
Art and design	Children will explore the work of <i>Henri Rosseau</i> focusing on <i>A Tiger Surprise</i> . They will use this painting to inspire their own creations, using a variety of media. They will also make an animal model using clay.
Geography	To understand geographical differences and similarities through studying life in our local area, compared with that of an African village (based on <i>Handa's Surprise</i>). We will be using world atlases, maps and globes to identify what countries animals come from.
Computing	Use ICT to create graphs and pictograms e.g. our favourite fruit. We will also be using an art computer program to create a representation of a real or a fantasy situation (Purple Mash & 2Simple).
Music	We will be using our voices expressively to sing songs, speaking chants and rhymes. We will be experimenting with and creating sounds using tuned and untuned instruments.
Physical Education	This half term will focus on developing multi-sports skills, with a particular emphasis on athletics.
Drama and Dance	Re-enact <i>Handa's Surprise</i> , focusing on the movement of a variety of animals e.g. a slithering snake or a swinging monkey.
Personal, Social, Health Education	To realise that people and other living things have needs, and that they have responsibilities to meet them. Children will learn how to look after a pet.
Design & Technology	To understand and apply the principles of nutrition and learn how to prepare healthy food. We will be making fruit kebabs.

Sequence and structure to curriculum theme

Phase 1	Children will identify and name animals by their features and recognise that animals can be grouped according to their similarities. They will match animals to the groups: fish, amphibians, reptiles, birds and mammals.
Phase 2	Children will create a model of a frog, lizard or crocodile using video images, drawings and photographs. They will learn to name parts of the body, particularly unusual features and notice similarities and differences between models.
Phase 3	Children will make close observations of fish and record details of key parts using a magnifying glass. They will also learn about birds, examining key features and recognising the uniqueness of having feathers.
Phase 4	Children will explore how a variety of animals move and mimic their movements of animals e.g. a frog or snake. They will create an animal fact file. Atlases, globes and world maps will be used to locate the natural habitats of animals around the world.
Phase 5	Children will identify foods eaten by different types of animals and group them according to 'carnivore', herbivore' or 'omnivore'. They will use a Venn diagram to record this information. Children will also create a day and night scene of a field or garden, cutting and sticking images/drawings of animals to the appropriate part of the scene.

