

By the end of this unit children will have learnt...

About animals of all sizes and classifications and how they are 'deadly'. This will include knowing where they come from in the world and a little about each part of the world that the main animals they study, are from. Their scientific explanations of these animals will be well founded on secure vocabulary which may be new to them but underpins their scientific development. When learning about the areas that these animals come from, children will be exposed to a specific geographical vocabulary relating to that place in the world eg. hemispheres, continents etc. They will have the opportunity to broaden skills from Year 1 in sculpture by moving onto sculpting in mod-roc and creating a 3D piece of artwork based on observational drawings of the animal chosen. They will use mathematical skills of place value when exploring facts about countries and animals as well as using maths skills to record findings of experiments in science. Through their PSHE, children will learn about caring for a pet and may also have a class pet eg. stick insect.

	Year 1	Year 2	Year 3
Science	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are herbivores, carnivores and omnivores</p>	<p>Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>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.</p>	<p>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>

	Year 1	Year 2	Year 3
	<ul style="list-style-type: none"> • Observe objects, materials and living things and describe what they see • Use simple, non-standard measurements in a practical task • Sort and group objects, materials and living things, with help, according to simple observational features • Explain, with help, what they think they have found out • Identify and name a range of common animals in the local and wider environment • Classify and sort familiar animals according to whether they are invertebrates, fish, amphibians, reptiles, birds or mammals • Name animals living in a range of familiar environments • Explain how to take care of an animal from the local habitat • Identify whether an animal is a carnivore, herbivore or omnivore • Compare animals that are kept as pets, knowing which group they belong to 	<p><i>Cornerstones science skills:</i></p> <ul style="list-style-type: none"> • Observe something closely and describe changes over time • Use simple equipment, such as hand lenses or egg timers, to take measurements, make observations and carry out simple tests. • Decide, with help, how to group living things and objects, noticing changes over time and beginning to see patterns • Use simple scientific language to explain what they have found out • Name and match animals to their offspring • Sort and classify things according to whether they are dead, alive or have never been alive • Define the terms habitat and microhabitat – give an eg of an animal in each place • Construct a simple food chain • Recognize the need for humans and animals to grow and reproduce describe the life cycle of some common animals • Compare living things in familiar habitats with living things in a less familiar habitat 	<p><i>Cornerstones skills:</i></p> <ul style="list-style-type: none"> • Make decisions about what to investigate • Take accurate measures using standard units • Talk about criteria for grouping, sorting and categorizing, beginning to see patterns and relationships • Draw, with help, a simple conclusion based on evidence from an enquiry or observation • Identify the most important bones in animals and describe their primary function • Classify and group animals into vertebrates and invertebrates • Know that animals cannot make their own food and that all food chains start with a plant • Describe how muscles and skeleton work together • Compare the diets of a herbivore, carnivore and omnivorous humans
Geography	<ul style="list-style-type: none"> • name and locate the world's 7 continents and 5 oceans • use simple fieldwork and observational skills to study the 	<ul style="list-style-type: none"> • name and locate the world's 7 continents and 5 oceans • use simple fieldwork and observational skills to study 	<ul style="list-style-type: none"> • locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions

	Year 1	Year 2	Year 3
	<p>geography of their school and its grounds and the key human and physical features of its surrounding environment</p> <ul style="list-style-type: none"> • 	<p>the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	<ul style="list-style-type: none"> • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere •
	<ul style="list-style-type: none"> • <i>Locate hot and cold areas of the world</i> • <i>Locate countries on a uk map</i> • <i>Draw a simple picture map labeling particular features</i> • <i>Name the four seasons and describe typical weather conditions for each of them</i> 	<p><i>Cornerstones skills:</i></p> <ul style="list-style-type: none"> • Locate the equator and the north and south poles • Locate continents and oceans on a world map • Draw simple maps or plans using symbols for keys • Locate hot and cold areas of the world in relation to the equator and the north and south poles and explain how the weather affects these areas 	<p><i>Cornerstones skills:</i></p> <ul style="list-style-type: none"> • Locate and explain the significance of the northern and southern hemispheres and the arctic and Antarctic circles • Locate geographical features on a map or atlas using symbols shown in a key • Draw sketch maps and plans using agreed symbols for keys
Art		<p>To use drawing to develop and capture ideas</p> <p>To use a range of materials creatively to design and make products</p>	<ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques working with a range of materials
		<p><i>Cornerstones skills:</i></p> <ul style="list-style-type: none"> • Observe • 	<p><i>Cornerstones skills:</i></p> <ul style="list-style-type: none"> • Mod roc