

TOPIC	NATIONAL CURRICULUM	KEY VOCABULARY	POSSIBLE TRIP
ANIMALS INCLUDING HUMANS (2)	- Identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals. - Describe and compare the structure of a variety of common animals. - Identify and name a variety of common animals that are carnivores, herbivores, and omnivores.	TIER 2 (Academic): Classify, structure, compare, research, environment, survive, feature, criteria. TIER 3 (Topic Specific): Fish, amphibians, reptiles, birds, mammals, carnivore, herbivore, omnivore, scales, feathers, fur, beak, paws, claws, fins, hooves.	ZSL London Zoo: Interactive Key Stage 1 sessions where pupils sort living animals into the five main groups (fish, amphibians, reptiles, birds, mammals) and inspect physical features such as scales, fur, and feathers. Vauxhall City Farm/Mudchute Park & Farm: Hands-on farm visits allowing pupils to compare human and animal body structures, use their senses (touch, hearing, smell), and classify animals by diet (carnivores, herbivores, omnivores). ZooLab UK (In-School Animal Handler Visit): Brings live animals (reptiles, amphibians, invertebrates, small mammals) into the classroom to support sensory discovery and structural comparison. Science Museum: Interactive multisensory gallery tailored for young children to test sight, sound, and tactile sensations through hands-on exhibits.
PRIOR LEARNING	Reception: Identifying farm animals and pets, knowing simple animal names and sounds.		

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
ENQUIRY QUESTION	How can we sort animals into 5 main groups?	What features make a bird a bird or a fish a fish?	Which birds and animals live in our school grounds?	What do carnivores, herbivores, and omnivores eat?	How can we organise animals in a zoo?	Can all animals live together?
LEARNING OBJECTIVES	To identify and name the 5 main animal groups.	To compare structures of fish, amphibians, reptiles, birds, and mammals.	To observe and identify local wildlife using secondary sources.	To classify animals by diet: carnivore, herbivore, omnivore.	To classify animals using own grouping criteria.	To research animal structural adaptations and habitats.
ACTIVITY WORKING SCIENTIFICALLY SKILLS	CLASSIFYING: Sort toy animals/cards into fish, amphibians, reptiles, birds, mammals.	COMPARING & IDENTIFYING: Examine feathers, scales, fur, fins, beaks, claws under magnifiers. Chart differences.	OBSERVING & RESEARCHING: Bird watch on school grounds. Use ID guides (magpie, robin) and compare to Australian wildlife.	CLASSIFYING: Match animals to food sources (meat, plants, both) and group under dietary labels.	CLASSIFYING: Design zoo enclosures by grouping animals by user-selected criteria (diet/structure).	RESEARCHING: Use secondary sources to investigate why sharks cannot live on land or polar bears in deserts.

ASSESSMENT	Correctly sort animals into the 5 main classification groups.	Describe key physical features (e.g., birds have feathers/beaks, fish have scales/fins).	Identify 3 local birds/animals using spotter sheets.	Define carnivore, herbivore, omnivore and give an example of each.	Explain sorting choices for zoo layout using scientific terms.	State why specific animal physical structures limit where they can live.
END POINT ASSESSMENT	By the end of this unit, pupils will classify animals into fish, amphibians, reptiles, birds, and mammals based on physical structures. They will identify and categorize animals as carnivores, herbivores, or omnivores based on their diet					
HIGHER ORDER QUESTIONS	Is a whale a fish or a mammal? Why?	Why do reptiles have hard scales while amphibians have moist skin?	Why do UK birds look different from Australian birds?	What would happen to a herbivore if all plants stopped growing?	How would you sort zoo animals if you could only use two groups?	Why couldn't a lion survive on grass?
FURTHER OPTIONAL QUESTIONS/BIG QUESTIONS FOR DISPLAY	Can all animals live together in the same home? Are humans carnivores, herbivores, or omnivores? Why do birds have beaks while mammals have teeth?					
INCLUSION & ADAPTATION	Tactile animal models sorted into 5 visual trays.	High-resolution image cards showing magnified fur, scales, and feathers.	Simple checklist with clear photos of 4 common local birds.	Food sorting using toy meats, plastic plants, and animal figures.	Pre-cut zoo enclosure map with velcro animal pictures.	Dual-choice matching: Match animal to correct home habitat.
GREATER DEPTH	Research edge cases (e.g., penguins, platypus) and explain their group placement.	Compare bird beak shapes and predict what food each bird eats.	Create an animal guide comparing UK species with Australian native wildlife.	Analyze animal skull/tooth diagrams to deduce diet type.	Construct a multi-criteria Venn diagram (e.g., Mammal AND Carnivore).	Present a research poster explaining why certain animals cannot co-exist.