

Topic Name: Paws, Claws and Whiskers (Pets & Anima	als)
about food and habitats for different animals. Children will be	ow we look after pets, discuss unusual pets from the past, and talk e able to identify a variety of common animals including mammals, entify body parts, our 5 senses and how to keep a human body
Hook The children will receive a letter from the little girl in the story and will have to look after an (pretend) egg until it hatches.	Topic Showcase (e.g. display, museum, performance, presentation) Earn their animal protector certificate in a mini awards-ceremony.
Oracy: Children will actively participate in discussions within all lessons and will verbally explain their ideas about animals and pets.	Key Vocabulary: Pets, animals, mammals, reptiles, habitats, environment, food, diet, pet shop, vet, healthy, exotic pets, past, RSPCA, hutch, enclosure, cage, herbivores, carnivores, omnivores.
Key Texts (whole class reading/end of the day book/ I want a Pet – Lauren Child Dogs Don't Do Ballet - Anna Kemp and Sara Ogilvie (Literacy - There's a Tiger in the Garden – Lizzy Stewart	
My Dad is a Grizzly Bear -Swapna Haddow & Dapo Adeola Perfectly Peculiar Pets – Elli Woollard	



Citizenship/Community Opportunities:

Visit from a Vet or RSPCA volunteer. Possibility of visiting a farm or petting zoo in the local area.

Experiences/Visits/Visitors

Visit from a Vet or RSPCA volunteer. Possibility of visiting a farm or petting zoo in the local area.

Main Subjects covered:

Science (Biology)

Biology Threshold Concepts

- **Understand animals and humans** This concept involves becoming familiar with different types of animals, humans and the life processes they share.
 - Investigate living things

This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes.

History Threshold Concepts

Investigate and interpret the past

This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.

Art Threshold Concepts

• Master techniques

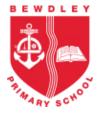
This concept involves developing a skill set so that ideas may be communicated.



Notes: Useful Links: http://www.peteducationresources.co.uk/visits-and-events/we-come-to-you http://education.rspca.org.uk/education/teachers/primary/compassionateclass/resources/starteractivity Weekly Lesson title and learning Threshold concepts (success criteria) Milestones (success criteria) Lesson structure/differentiation					
Intention 1. All Sorts of Pets LI: I can sort good and bad pets. LI: I can talk about what makes a good pet and discuss my own pets.	Understand animals and humans - This concept involves becoming familiar with different types of animals, humans and the life processes they share.	 Identify and name a variety of common animals. Describe and compare the structure of a variety or common animals, including pets. Notice that animals, including humans, have offspring which grow into adults. 	 Read '<i>I</i> want a Pet' by Lauren Child and talk about what pets we have at home. Talk about different animals and explain why they are a good pet or a bad pet. Children will read a letter form the girl in the story and keep the egg in the classroom. What do we think will hatch? Identify animals and their offspring. Adult focus task – Children will sort animals into good and bad pets. Independent activities Draw and label their pet. Label body parts of pets. 		



			 Make posters for a pet shop. Outdoor provision – create a pet shop (money, soft toys)
2. Keeping Animals and HealthyLI: I can describe how	Understand animals and humans - This concept involves becoming familiar with different types of animals, humans and the life	 Investigate and describe the basic needs or animals, including humans, for survival (water, food and air). 	Learn about how we look after pets and watch videos to show what different animals need to stay happy
to look after pets.	processes they share.		 and healthy. Children will learn about who looks after animals – a vet! Adult focus task – Choose an animal and draw what they need to stay happy and healthy and how we can
	Investigate living things - This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes.	 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. 	 look after them. Independent activities Washing plastic animals in bubbly water with toothbrushes. Draw a picture of a vet or animal. Build a pet cage or hutch using construction materials. Matching pets to their homes.



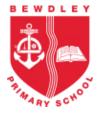
3. Exotic Pets	Understand animals and humans -	•	Identify and name a variety	•	Children will discuss what
5. EXOLIC FEIS	This concept involves becoming	•	of common animals that are	•	might hatch from the egg
LI: I can identify birds,	familiar with different types of		reptiles and mammals.		and talk about mammals
fish, amphibians,	animals, humans and the life	•	Describe and compare the		and reptiles. Look at the
reptiles, mammals,	processes they share.		structure of a variety of		pictures of mammal babies
including pets.			common animals, including		and reptile babies. Hatch the
			pets.		egg!
LI: I can explain how to		•	Notice that animals,	•	Whole class activity - The
look after exotic pets.			including humans, have		RSPCA has asked for help to
·			offspring which grow into		teach people how to look
			adults.		after exotic pets. Children will
		•	Investigate and describe the		draw and write simple labels
			basic needs of animals,		to show what each exotic
			including humans, for survival		pet needs.
			(water, food and air).	•	Adult focus task – Children
		•	Describe and compare the		will sort animals into correct
			structure of a variety of		groups.
			common animals (birds, fish,	•	Independent activities
			amphibians, reptiles,	-	Make a paper chain snake.
			mammals and invertebrates,	-	Make playdough snakes and put them in order from
			including pets)		shortest to longest.
	Investigate living things - This	•	Identify that most living	_	Cut out wiggly snakes and
	concept involves becoming	•	things live in habitats to		decorate them
	familiar with a wider range of living		which they are suited and	_	Collage pictures of exotic
	things, including insects and		describe how different		pets using tissue paper and
	understanding life processes.		habitats provide for the		feathers.
			basic needs of different kinds		



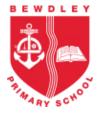
		of animals and plants and how they depend on each other.	 Make habitats for exotic pets using construction.
4. Pets from the Past LI: I can discuss the similarities and differences between the past and present.	Investigate and interpret the past - This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence. Master techniques - This concept involves developing a skill set so that ideas may be communicated.	 Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. Drawing - Colour (own work) neatly following the lines. 	 Children will explore paintings and pictures from the past and discuss how we know they are from a long time ago. Children will look at lots of different pictures of unusual pets from the past. We will discuss that in the past some people kept unusual pets as a way of showing off how rich they might be. Children will verbally explain why these animals might not be good pets today. Adult Focus - In partners, children choose an animal teddy to hold while their friend sketches them. Make sure you are choosing the right colours for the clothes and pets.



5. Animal Protection -	Understand animals and humans -	 Identify and name a variety 	•	TA focus - In groups, sort pets from the past and pets now to make collages on large pieces of paper. Independent activities Sorting pets from the past and pets from now. Design a collar, lead and pet tag Sketch animals from the past Children will begin working
Animal Food LI: I can understand why it is important for humans and animals to eat the right food.	This concept involves becoming familiar with different types of animals, humans and the life processes they share.	of common animals that are carnivores, herbivores and omnivores.		towards their animal protector certificate! Children will learn about the different food that animals eat and decide the appropriate amounts for
LI: I can identify carnivores, herbivores and omnivores.		• Describe the importance for humans of eating the right amounts of different types of food.	•	different animals. Children will learn about herbivores, carnivores and omnivores and sort animals into these categories. Adult Focus – Sort animals into herbivores, carnivores and omnivores. Independent activities



 6. Animal Protection – Habitats LI: I can understand what a habitat is. LI: I can name different habitats and match animals. 	Investigate living things - This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes.	 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. Identify and name a variety of animals in their habitats. 	 Measure foods by weighing them using scales, cubes and oats. Decide the appropriate bowl sizes for different animals. The last bit of training is to learn all about habitats! Discuss that animals need certain things to make their habitats a nice place to live. Children will listen to riddles to put animals in their correct habitats and learn habitat names. We will ddiscuss the features of the environment how animals adapt. Children will have passed their animal protector training! We will have an award ceremony and give them a certificate each! Adult Focus - Sort animals into their correct habitats under these headings - hot, cold, wet, high and low. TA activity - Make a cold, hot, wet, high and low
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7. Healthy Humans	Understand animals and humans -	 Identify name, draw and label 	 habitat collage choosing appropriate colours and materials. Independent activities Sort animals into their correct habitats Draw animals onto the habitats on large pieces of paper and write labels At forest school, collect materials to make a low habitat We will learn about the body
LI: I can identify body parts and the 5 senses.	This concept involves becoming familiar with different types of animals, humans and the life processes they share.	the basic parts of the human body and say which part of the body is associated with each sense.	 parts of animals and humans and discuss our 5 senses. Describe the importance for humans of exercise, eating
LI: I can explain why exercise is important.		• Describe the importance for humans of exercise, eating	the right amounts of different types of food and hygiene.
LI: I can identify healthy and unhealthy foods.		the right amounts of different types of food and hygiene.	