



Medium Term Unit Planning

Topic Name: Paws, Claws and Whiskers (Pets & Animals)

Learning outcome:

Children will be able to name good and bad pets, explain how we look after pets, discuss unusual pets from the past, and talk about food and habitats for different animals. Children will be able to identify a variety of common animals including mammals, amphibians, reptiles, birds and fish. Children will be able to identify body parts, our 5 senses and how to keep a human body healthy.

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/Talk for Writing Texts etc.):

- I want a Pet – Lauren Child
- Dogs Don't Do Ballet - Anna Kemp and Sara Ogilvie (Literacy Shed)
- There's a Tiger in the Garden – Lizzy Stewart
- My Dad is a Grizzly Bear -Swapna Haddow & Dapo Adeola
- Perfectly Peculiar Pets – Elli Woollard



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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.



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<p>Notes: Useful Links: http://www.peteducationresources.co.uk/visits-and-events/we-come-to-you https://education.rspca.org.uk/education/teachers/primary/compassionateclass/resources/starteractivity</p>			
Weekly Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
<p>1. All Sorts of Pets</p> <p>Ll: I can sort good and bad pets.</p> <p>Ll: I can talk about what makes a good pet and discuss my own pets.</p>	<p>Understand animals and humans - This concept involves becoming familiar with different types of animals, humans and the life processes they share.</p>	<ul style="list-style-type: none"> • Identify and name a variety of common animals. • Describe and compare the structure of a variety of common animals, including pets. • Notice that animals, including humans, have offspring which grow into adults. 	<ul style="list-style-type: none"> • Read '<i>I want a Pet</i>' 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 <ul style="list-style-type: none"> - Draw and label their pet. - Label body parts of pets.



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			<ul style="list-style-type: none"> - Make posters for a pet shop. - Outdoor provision – create a pet shop (money, soft toys)
<p>2. Keeping Animals and Healthy</p> <p>LI: I can describe how to look after pets.</p>	<p>Understand animals and humans - This concept involves becoming familiar with different types of animals, humans and the life processes they share.</p> <p>Investigate living things - This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes.</p>	<ul style="list-style-type: none"> • Investigate and describe the basic needs of animals, including humans, for survival (water, food and air). • 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. 	<ul style="list-style-type: none"> • Learn about how we look after pets and watch videos to show what different animals need to stay happy 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 look after them. • Independent activities <ul style="list-style-type: none"> - 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.



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<p>3. Exotic Pets</p> <p>L1: I can identify birds, fish, amphibians, reptiles, mammals, including pets.</p> <p>L1: I can explain how to look after exotic pets.</p>	<p>Understand animals and humans - This concept involves becoming familiar with different types of animals, humans and the life processes they share.</p> <p>Investigate living things - This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes.</p>	<ul style="list-style-type: none"> • Identify and name a variety of common animals that are reptiles and mammals. • Describe and compare the structure of a variety of common animals, including pets. • Notice that animals, including humans, have offspring which grow into adults. • Investigate and describe the basic needs of animals, including humans, for survival (water, food and air). • Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets) • 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 	<ul style="list-style-type: none"> • Children will discuss what might hatch from the egg and talk about mammals and reptiles. Look at the pictures of mammal babies and reptile babies. Hatch the egg! • Whole class activity - The RSPCA has asked for help to teach people how to look after exotic pets. Children will draw and write simple labels to show what each exotic pet needs. • Adult focus task – Children will sort animals into correct groups. • Independent activities <ul style="list-style-type: none"> - Make a paper chain snake. - Make playdough snakes and put them in order from shortest to longest. - Cut out wiggly snakes and decorate them - Collage pictures of exotic pets using tissue paper and feathers.
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		of animals and plants and how they depend on each other.	- Make habitats for exotic pets using construction.
<p>4. Pets from the Past</p> <p>LI: I can discuss the similarities and differences between the past and present.</p>	<p>Investigate and interpret the past - This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p> <p>Master techniques - This concept involves developing a skill set so that ideas may be communicated.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.



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<p>5. Animal Protection - Animal Food</p> <p>Ll: I can understand why it is important for humans and animals to eat the right food.</p> <p>Ll: I can identify carnivores, herbivores and omnivores.</p>	<p>Understand animals and humans - This concept involves becoming familiar with different types of animals, humans and the life processes they share.</p>	<ul style="list-style-type: none"> • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe the importance for humans of eating the right amounts of different types of food. 	<ul style="list-style-type: none"> • Children will begin working towards their animal protector certificate! Children will learn about the different food that animals eat and decide the appropriate amounts for 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



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			<ul style="list-style-type: none"> - Measure foods by weighing them using scales, cubes and oats. - Decide the appropriate bowl sizes for different animals.
<p>6. Animal Protection – Habitats</p> <p>L1: I can understand what a habitat is.</p> <p>L1: I can name different habitats and match animals.</p>	<p>Investigate living things - This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 discuss 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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			<p>habitat collage choosing appropriate colours and materials.</p> <ul style="list-style-type: none"> • 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
<p>7. Healthy Humans</p> <p>L1: I can identify body parts and the 5 senses.</p> <p>L1: I can explain why exercise is important.</p> <p>L1: I can identify healthy and unhealthy foods.</p>	<p>Understand animals and humans - This concept involves becoming familiar with different types of animals, humans and the life processes they share.</p>	<ul style="list-style-type: none"> • Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. • 	<ul style="list-style-type: none"> • We will learn about the body parts of animals and humans and discuss our 5 senses. • Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.