

The Natural World ‘...involves guiding children to make sense of their physical world’								
Curriculum intent		Rec Overview – Building conceptual understanding of animals including humans					Learning outcomes	Preparation for NC Year 1 POS
	Concept	What is an animal?	What animals need to survive	Animals have different features	Animals have varied diets	The life cycle of animals	The ELGs that providers must help children work towards (the knowledge, skills and understanding they should have): The Natural World ELG Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Animals are grouped in the following categories fish, amphibians, mammals, birds and reptiles. Animals are either carnivores, herbivores or omnivores. Different parts of the human body are associated with different senses. Year 2 Animals are vertebrates or invertebrates All living things move, respire, are sensitive, grow, reproduce, excrete and need nutrition. Animals grow and change.
	Substantive knowledge	- An animal is a living thing - Animals need to move. - We are animals	- Animals need air - Animals need water - Animals need food - Animals need shelter	- All animals have skeletons - All animals have a body - Some animals have legs - Some animals have tails - Some animals have eyes, ears - Birds have feathers, beaks	- Some animals eat meat - Some animals only eat plants - Some animals eat both meat and plants	- A life cycle is a series of changes in in an animal’s life - Animals give birth to young - Birds, butterflies, frogs lay eggs		
	Disciplinary knowledge <u>experienced</u>	Describe similarities between different animals including humans.	Recognising similarities and differences between different animals including humans.	Recognising similarities and differences between animals’ features. Sorting animals according to key features	Identifying similarities between the types of food animals eat	Recognising similarities and differences between different life cycles.		
	Enquiry question /s	How do we know an animal is living? How do we know we are living? what is the same? what is different? How is a dog similar to a human? How is a dog different to a human? What would happen if a rabbit couldn’t move?	How does a cat get water? How does a cat get food? Do all cats get food and water the same way? How do you get food and water? How do cats communicate their wants and needs? How do you communicate your wants and needs?	What can you see in an x-ray? Can you stand up without a skeleton? Why do animals have a tail? Do all animals have ears?	Why do animals eat? Can you eat a plant?	Why do animals have babies? How is the frog life cycle similar to the butterfly life cycle?		
	Pedagogical approach	Draw pictures of a range of animals.	Drawing knowledge of the children’s experience of cats and how they are different. Share stories about cats.	Sorting animals according to features Observations of animal x rays	Comparing animals and their diets.	Observing life cycle changes in the frog and butterfly life cycle Identifying key features and changes Sharing life cycle non fiction texts about life cycles		
	Vocabulary	animal living similar different	breathing shelter hungry thirsty communicate	animal, body, leg, tail, fur bird, feathers, wings, beaks fish, fins scales, gills	food energy	life cycle change butterfly, moth, eggs, caterpillar, cocoon, chrysalis Frog, toad, frogspawn, tadpole, froglet		