

Ourselves

Teacher's Guide CD

Key to interactive features

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Peter Riley

Curriculum Visions

A CVP Teacher's Guide

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Introduction



The pupil's book

The Key stage 1 Science@School series is a series of twelve books. Each one addresses one of the QCA units in the Key Stage 1 science curriculum.

Each spread in the book addresses one or more objectives in a QCA unit by providing photographs, simple text and questions to stimulate discussion.

Each book has an illustrated glossary and a simple index for finding information.

The teacher's guide

It may be that you already have a scheme of work and wish to use the books to support it. Alternatively you could use the books, this CD ROM and the **CurriculumVisions.com** web site, which provides support material in the form of extra text (with audio option), pictures, captions, activities and demonstration videos to build a new scheme. Whichever way you choose, the notes in this teacher's guide have been set out as if you were using each page or spread as the basis for a lesson. You may follow each set of notes in their entirety to build up your lesson or take parts of the notes to fit into your scheme.

The teacher's notes contain information about practical work. You should check your school policies on practical science work and only select activities for which you are confident to take responsibility.

The book *Be Safe!* published by the ASE (ISBN 978-0-86357-324-8) provides useful guidance on carrying out science activities.

The structure of the notes

The notes for each page or spread follow the same structure, which is outlined here.

Objectives

These may be linked to the QCA objectives or build on them to enrich the topic.

Resources and preparation

Suggestions may be made for building on the visual display of the books with posters and models.

There are also pictures (aka flashcards) at the end of the notes to each lesson, which may be printed off and used as triggers to start the lesson or used in the plenary as revision. When the pictures have been used they could be displayed on a wall and others added as the subsequent lessons are completed. This will make a colourful summary of the work which could be used as a final revision resource when the book is completed.

If you are using the **CurriculumVisions.com** web site log in, go to Science, Year 1, Unit 1A Ourselves.

There may be some suggestions for building practical work into the use of the pages in the book and these include a list of requirements (simple, readily available materials) and advice on preparing the requirements for use in the lesson.

Introduction



Starting the lesson

Each lesson begins with a short activity, which helps settle the children and focus them on the work ahead.

Activities with the page

These may be reading activities, observing and discussing the pictures or answering a question. There may also be practical activities which are designed to develop a range of practical science skills from making observations to carrying out fair tests.

Differentiation

There are suggestions for providing help and activities for children of different abilities.

Assessment

There are suggestions for assessing the children's work. There are three assessments for you to print off at the end of this guide. These are for use with lesson 1 (page 53), lesson 3 (page 55) and lesson 7 (page 57), or you could use all three together as an end of unit test. Guidance for the answers is given in the assessment section of the lesson notes.

Plenary

The work done in the lesson is reviewed in this section and there may be a further activity to help secure the children's knowledge.

Outcomes

These may be linked to the QCA objectives or build on them to enrich the topic.



Teacher's sheet



Your body

Objectives

- To learn that the human body has many parts.

Resources and preparation

The pupil's book page 4, copies of assessment sheet 1 (page 53) and coloured pencils or crayons for the assessment.

Starting the lesson

Ask the children if they know any songs about the body and steer them towards "Heads, shoulders, knees and toes" then ask the children to sing it with you. Review the parts of the body mentioned in the song and move on to page 4 in the pupil's book.

Activities with page 4

- Look at page 4 with the children and ask them to read the words and follow the label lines to find the parts of the body.
- Ask the children to read the question and then find the parts on their own bodies.

Differentiation

You may wish to add to the parts shown here. For example you may wish to discuss parts of the face such as forehead, eyebrow, eyelids, eye lashes, nose, nostril, mouth, lips, cheeks and chin. You may also like to mention chest and "tummy". The real name for this region is the abdomen and in addition to the stomach contains the liver, intestines and kidneys. You may feel that the children do not need to know this amount of detail at this stage but should be prepared for children to ask where the tummy is.

- Point out that some parts of the body are related. Here are some examples. The elbow is part of the arm. The finger is part of the hand. The thigh, knee and shin are part of the leg. The ankle is part of the foot.

Assessment

The children can be assessed on how readily they can identify the various parts of the body and pronounce their names. There is an assessment sheet on page 53 of this guide.



Teacher's sheet



Answer guidance

1. Clockwise from top right, head, neck, shoulder, leg, toe, foot, finger, arm.
2. Answers could include knee, shin, elbow, hand.

Plenary

Review the parts of the body in the picture by playing 'Simon Says'.

Outcomes

The children can:

- ▶ Identify different parts of the body.
- ▶ Read the names of the parts of the body.







Muscles and bones

Objectives

- ▶ To learn about muscles.
- ▶ To learn about the purpose of bones.
- ▶ To learn the position of some bones in the body.

Resources and preparation

If you wish to show the children some bones you must select chicken bones and follow the instructions for their preparation on page 25 of *Be Safe!* published by the ASE (ISBN 978-0-86357-324-8). Alternatively you may have a model plastic skeleton in school purchased from an educational supplier, which you could use instead. (Both these suggestions are optional but they do add great interest to the topic).

Starting the lesson

Ask the children to squeeze their upper arms and thighs and feel that they are made of soft material. Ask them to squeeze their wrists and fingers and feel the hardness beneath the flesh. Ask them what they think these hard parts could be and look for an answer about bones.

Tell the children that the bones help hold their body together and hold it up (support it). Without a skeleton we would just be like big lumps of jelly on the floor.

Activities with page 5

- ▶ Read the first sentence and let the children look at and feel their skin. They may notice that it is soft. Some of it might have tiny hairs and perhaps even scabs, cut and bruises.
- ▶ Read the next sentence then return to the idea of muscles and tell them that the soft squidgy stuff they felt under their skin when starting the lesson is muscle. Tell the children that the muscles move the bones and you can feel them change as they do so. (You may get the children to look up muscles in the glossary at this point if you wish to consolidate their ideas).
- ▶ Ask the children to straighten their right arms, spread the fingers of the left hand then push them onto the muscle in the front upper forearm.
- ▶ Ask the children to raise their lower right arm and feel the changes in the muscle. They may feel it move (it actually gets shorter) and they may feel it get harder as it bunches together.
- ▶ Tell the children they have muscles all over their bodies and some don't move bones, they move the skin. Make faces at the children and tell them that you are using muscles under the skin in your face to smile and frown.
- ▶ Ask the children to look at each other and make faces, or they could look in a mirror.



Teacher's sheet



- ▶ Read the last sentence and remind the children about the bones under the muscles and make them aware that the group of bones in the body is called the skeleton. (You could support this by getting the children to look at the entry in the glossary).
- ▶ Ask the children to try the question.

Differentiation

Some children may be able to go straight to each bone and feel it. Less confident children may need help in locating the area and in pressing hard enough to feel the bone.

Assessment

The children can be assessed by their oral accounts of what muscles do and where the different bones are that they can feel.

Plenary

The children could sing 'Them bones' pointing at each bone in the picture as they sing about it as they come up from the ankle to the 'head' bone or skull.

Outcomes

The children:

- ▶ Learn that muscles make parts of the body move.
- ▶ Learn that the bones support the body.
- ▶ Learn some of the names of the bones.
- ▶ Learn that the bones make up the skeleton.







Senses

Objectives

- ▶ The children learn that humans have five senses.
- ▶ The children use some of their senses in exploring the world around them.

Resources and preparation

Classroom helpers.

A number of cloth bags, each one containing one object. For example, an orange, a metal object without any sharp edges, a wooden object without any splinters, a plastic object. The objects should be selected to give a range of textures from rough to smooth and from feeling warm (Polystyrene foam) to feeling cold (metal).

Five clean yoghurt pots. Each one containing a piece of food (e.g. onion, cheese, banana, lemon, apple) and having a muslin cover held in place with an elastic band.

Starting the lesson

Ask the children to name as many parts of the head as they can. The list should include hair, ears, nose, eyes, lips, teeth, tongue, chin, cheeks, forehead. Tell the children that we know about the world through our senses, and most of the parts of our body which deal with our senses are on our head. Turn to page 6.

Activities with pages 6 and 7

- ▶ Read the first three sentences on page 6 and discuss what they can see or hear. Get the children to mime seeing, hearing, touching, tasting and smelling as you read them.
- ▶ Get the children to look at the first picture and read the caption to them. Ask the children what they think the girl can see.
- ▶ Ask them what they can see as they look around the classroom.
- ▶ Get the children to look at the second picture and read the caption to them. Ask the children what the boy is doing. Is he shouting, talking or whispering?
- ▶ Move on to the third picture and read the caption to them. Ask the children what the girl is touching (a baby rabbit) and how it might feel.
- ▶ Produce a pillow and ask the children how it might feel (soft) then show them a stone (hard) and ask again how it might feel.
- ▶ Show the children a piece of sandpaper (rough) and a sheet of photocopy paper (smooth).
- ▶ Tell the children that they can use their sense of touch to find out about things. Present the class with the feely bags and let the children feel



Teacher's sheet



the objects in an orderly way. Let one child at a time investigate the content of a bag. Let them describe to the class the texture of the surface and see if they can guess what the object is.

- ▶ Move on to the fourth picture and read the caption to the children. Ask the children what the boy is tasting. Ask the children about their favourite tastes and those that they do not like. (You may like to make a pictogram of the results.)
- ▶ Move on to the last picture and read the caption to the children. Ask the children what the girl is smelling and what the smell may be like (sweet, scent).
- ▶ Present the class with the yoghurt pots and let the children smell them in an orderly way. Let them tell their answers to the helpers who can write them down.
- ▶ At the end of the smelling session the children's answers should be revealed and the identity of the foods revealed, too.

Assessment

The children can be assessed on their discussions about the pictures and their responses to the touch and smell tests.

Plenary

Draw the outline of a face on the board. Ask the children what you should draw in for the sense of sight, hearing, smell, taste. Tell the children that there are five senses and ask them to tell you about the fifth one and which part of the body do we use with it (touch, fingers).

Outcomes

- ▶ The children can discuss what they see, hear and taste.
- ▶ The children can investigate smell and touch.







Growing up

Objectives

- ▶ To learn that people change as they grow older.
- ▶ To measure a length using standard or non-standard units.

Resources and preparation

Classroom helpers.

A doll, about the size of a newborn baby. Old rolls of wallpaper, felt tip pens, metre rulers or other measuring sticks.

Identify children who may be sensitive about their height in order to help them with dealing with the heights of others in the starter. Photographs of yourself as a child, a five year old and an adolescent. Regular helpers in the class could bring in similar photographs, too.

Starting the lesson

Show the children the doll. Ask them what they should call the doll. Having established its name tell them that the doll is the size of a newborn baby. It is about the size that they were five years ago.

Ask the children if they can think about measuring the height of the baby. Use what is appropriate either standard or non-standard units.

Ask the children how tall they are now and set about, with helpers, measuring

their heights. This may involve drawing round their bodies on wallpaper and measuring the height of the picture.

Let the children reflect on how their height has increased in the five years of their life. Ask them how high they might think they will grow. You may say that people change the speed at which they grow and that some people who are tall as children do not grow into the tallest adults, and that some small children do not grow into the smallest adults.

Activities with pages 8 and 9

- ▶ Read the introductory sentence with the children. Ask the children about any new babies in their families. Ask them who they think is the oldest person they have seen. Be prepared for surprises!
- ▶ Read the next two sentences and ask the children if they are babies, children or grown-ups. If they can't decide read the caption to the lower picture with them and steer them to identify with the girl.
- ▶ Ask the children to look at the picture of the baby and the middle-aged grown-up. Ask them to compare their heads and look for answers about the baby having a rounder face and less hair.
- ▶ Read the paragraph on page 9 with the children. Focus on the word wrinkles and then let the children use the label and label line to find the



Teacher's sheet



wrinkles on the photograph. Ask the children what they think wrinkles are then turn with them to the glossary to find out.

- Tell the children that they know how to be an older people spotter. Old people have grey hair and wrinkles. If there have been some surprises at the beginning of the activity let the children then review their ideas.

Differentiation

Less confident children may need help working together to draw their outlines. More confident children could record their heights in standard units.

Assessment

The children can be assessed by the accuracy of their outline and measurement. They can be assessed by their ideas about ageing and contribution to the discussion. There is an assessment sheet on page 55 of this guide.

Answer guidance

1. a = toddler, b = old grown-up, c = baby, d = child, e = young grown-up, f = teenager.
2. The order is c a d f e b.

Plenary

Show the children the picture of you as a baby or, if your helpers have also brought their baby pictures, display them all and ask the children to try and identify them.

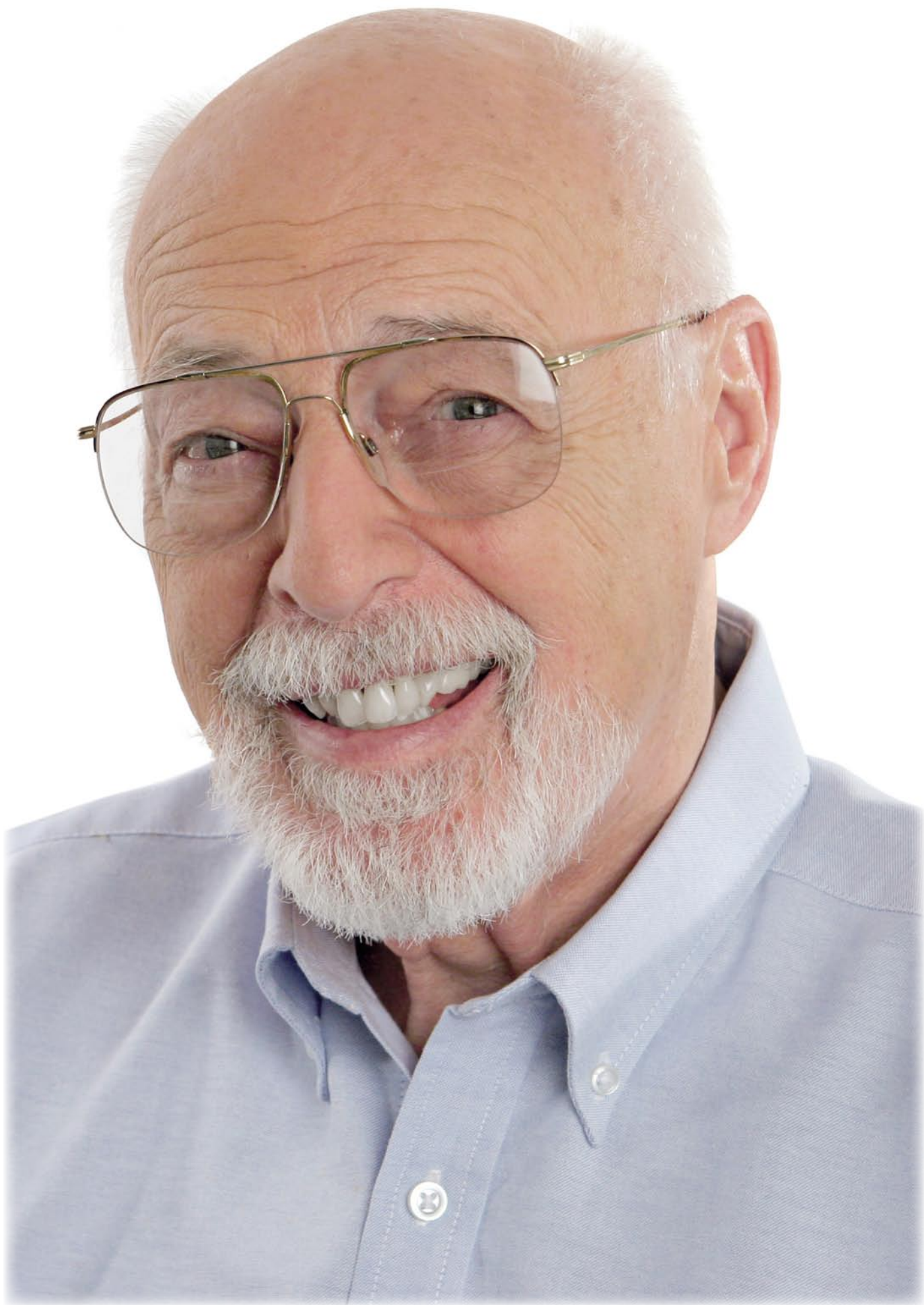
Show the children a picture of you as a five year old and invite comments about how similar or different they are to how you once were. Show the children a picture of you as an adolescent and ask the children how you have changed. If you dare, ask them if they see you as a young grown-up, middle-aged grown-up or old grown-up!

Outcomes

The children:

- Know that people change as they get older.
- Can make a measurement using a standard or non-standard unit.







Our food and drink

Objectives

- ▶ To understand that we need food and drink to keep healthy.
- ▶ To understand that we need to eat many different kinds of food to stay healthy.

Resources and preparation

A picnic 'hamper' with picnic type food including hard-boiled eggs, tomatoes, lettuce, celery, small pie, sausage roll, sandwich, pickled onions, etc (do not include nuts or any other foods which your class may be allergic to). You could bring this in for one or two of your colleagues for a lunch-time treat to provide a very wide range of foods for the children to view in their lesson. Classroom helpers.

Starting the lesson

Tell the children that you have brought a picnic to school today to have at lunch-time. Say that you will let them have a sneak preview of what you and your colleagues are going to be eating. As you take out each item say that you are going to ask that those who like it raise their hand, and ask the classroom helper to count and record the responses. They should try and construct a 'league table' as they go along.

When you have finished, ask the children which they think was the most popular

food and the least popular food and ask the helper to read out the 'league table' starting from the bottom.

Activities with pages 10 and 11

- ▶ Read the introductory sentence and ask the children what they think being healthy means. Look for answers which might include, being fit, feeling well, feeling happy, not being ill. Tell the children it is so important that we need food to stay healthy and that our body tells us when we need it. Ask them how does their body tell them and look for an answer about feeling hungry. Ask how the body tells us when we need a drink (we feel thirsty).
- ▶ You may wish to develop the need for food further and ask what happens when people do not have enough to eat and drink, and talk about starving and dying of thirst and hunger. This may be appropriate if the school is involved in raising money for starving people and children.
- ▶ Read the sentences and if anyone challenges the idea of people being animals tell them that this is something they are going to look at next lesson, but ask them to remind you at the end of this one.
- ▶ Focus on the many types of food to stay healthy and remind them of your picnic and ask the children if it was healthy.



Teacher's sheet



- Move on to the picture and see if the children can identify the potatoes and peas as vegetables in the picture. Ask the children if they can name any other vegetables and ask them to look up in the glossary to find out what a vegetable is.
- Ask the children to look at the beef burger and ask them why it is healthier than a beef burger with just meat and bread and butter and look for an answer about it having more different kinds of food.
- Ask the children to identify the drinks on the page (milk, orange juice, and by inference of the size of the cups – coffee).
- Conduct a survey to find the most popular drink in the class.

Differentiation

Less confident learners may need extra examples of healthy and unhealthy meals such as just eating chips or beans. More confident learners may be able to make a list of foods that are used as snacks.

Assessment

The children can be assessed on how they respond to your picnic and drinks survey.

Plenary

Ask the children the questions at the bottom of page 11. Construct a table on the board and make a tally chart to find the favourite meal. Ask the children if the meal is healthy and remind them a healthy meal has plenty of different types of food in it.

If the children haven't reminded you about the animals remind them! Ask them to bring in pictures of animals to make a wall display. They can be pictures of pets or pictures that their parents or carers have cut out of magazines for them. They should all try to bring between three or five pictures.

Outcomes

The children:

- Learn that they need food and drink to stay healthy.
- Learn that it is healthier to eat a variety of food.







Animals

Objectives

- ▶ To learn that there are many kinds of animals.
- ▶ To learn that animals can be put into groups.
- ▶ To know that humans are animals.

Resources and preparation

The children's pictures from their 'homework' last lesson, or pictures of animals from magazines, etc, that you have collected. Classroom helper.

Starting the lesson

Let the children show you their pictures. If they have brought in any pictures of pets, let them talk about their pets. Let the children stick their pictures onto card and then let a classroom helper mount the cards on the wall. When the display is finished let the children point at the animals and identify them.

Activities with pages 12 and 13

- ▶ Read the first line with the children then look at the pictures and identify the animals.
- ▶ Ask the children how humans and fish are similar (eyes, mouth) different (fins, scales). Ask how humans and tigers are similar (eyes, ears, mouth, limbs, hair) and different (walk on four legs, tail). Ask how humans and frogs are similar (eyes, mouth, legs, no tail) and different (damp skin on frog, no hair).
- ▶ Pause and ask the children if they know the connection between a caterpillar and butterfly and look for an answer about a caterpillar turning into a butterfly. Let the children look in the glossary to confirm the connection.
- ▶ Ask how a butterfly and spider are similar (long legs) and different (spider has more legs – spider 8, butterfly 6 – butterfly has long feelers and wings).
- ▶ Move back to the text on page 12 and read it with the children. Tell them that it means that we can put animals into groups. Let the children look on their display board and find all the fish and all the birds.
- ▶ Insects have got six legs and one or two pairs of wings. If these features are obvious in the pictures in the collection you may let the children find them.
- ▶ Tell the children that mammals are covered in hair and let the children find them in the collection.



Teacher's sheet



Differentiation

Less confident learners could be helped to identify some of the animals. More confident learners could look at picture books about animals, such as lions or whales, and then tell the class what they have found out.

Assessment

The children could be assessed in their readiness to find similarities and differences and their ease at putting animals into groups.

Plenary

Read the question on page 13 with the children and write down on the board the extra animals they mention. Conclude that there are many different kinds of animals with many different features.

Outcomes

The children:

- ▶ Know many different kinds of animals.
- ▶ Know how to put some kinds of animals into groups.
- ▶ Know that humans are animals.











What animals do

Objectives

- ▶ To learn how to recognise a living thing.
- ▶ To learn that animals move, breathe eat and drink, grow and have babies.

Resources and preparation

A pebble, a broad bean seed, a broad bean seed that has been soaked in water overnight and then wrapped damp for four days.

Practise moving like a camel (for work with camel picture). Camels move both limbs on the same side at once so get down on all fours and move right arm and right leg forward at once then left arm and left leg. Repeat slowly.

Starting the lesson

Show the children a pebble. Ask them if it is alive. Or ask how we can tell that it is not alive and look for answers such as it doesn't move, it doesn't eat. Show the children a dry broad bean and put it next to the pebble. Ask the children if this is alive. Some children may recognise it as a seed and become excited, others may think it is just another pebble. If any children recognise it as a seed link it to plants and the idea that plants are living things. The children may decide they are living things because they grow.

Show the children the wrapped up bean seed and then unwrap it carefully to reveal the sprouting seed to confirm that the second object was living even though it didn't appear to be doing anything. Review briefly that plants are living things and that animals are living things then move on to the book.

Activities with pages 14 and 15

- ▶ Read the first line and tell the children that they are going to look at animal movement in more detail later.
- ▶ Read the text through then go back to the first line. Remind the children that they have looked at eating and drinking in humans but now are looking at how animals eat and drink.
- ▶ Read the caption about the mouse and let the children look at the picture. Ask them for a word that describes how a mouse feeds and look for nibble as an answer. As an extension ask how a dog feeds on meat (chews, or gnaws, on a bone).
- ▶ Read the caption about the elephant and let the children look at the picture. Explain that the elephant's trunk is really its nose and it sucks up water into its nose (make sure the children know they should never try this!) then squirts it down its throat into its stomach. As an extension ask



Teacher's sheet



the children how a cat drinks and look for an answer about lapping up milk.

- ▶ Read the first line of the text again then ask the children what breathing means. Get them to turn to the glossary and read the entry with them. The children could sit and breathe in and out a few times to reinforce what they have read.
- ▶ Return to the text and read the sentence about moving about then get the children to look at the picture of the camels. Tell the children that camels move in an unusual way – they move both limbs on one side at once – and demonstrate. If appropriate let the children try to move like a camel.
- ▶ Re-read the last sentence of the text with the children and move on to the picture of the baboon. Ask the children if they can think of any other animals that carry their babies and steer the children towards the idea that humans do and refer back to the picture on page 8.
- ▶ Read the caption about the giraffes and ask the children what caring means and look for an answer about looking after something and keeping it safe. Ask the children how the giraffes may care for their young and look for an answer about keeping them from harm – falling down banks or keeping animals like lions away.

Differentiation

Less confident children may need help to walk like a camel. More confident children could look in other animal books to find pictures of other animals such as mice, camels and elephants.

Assessment

The children can be assessed on the way they contribute to the discussion.

Plenary

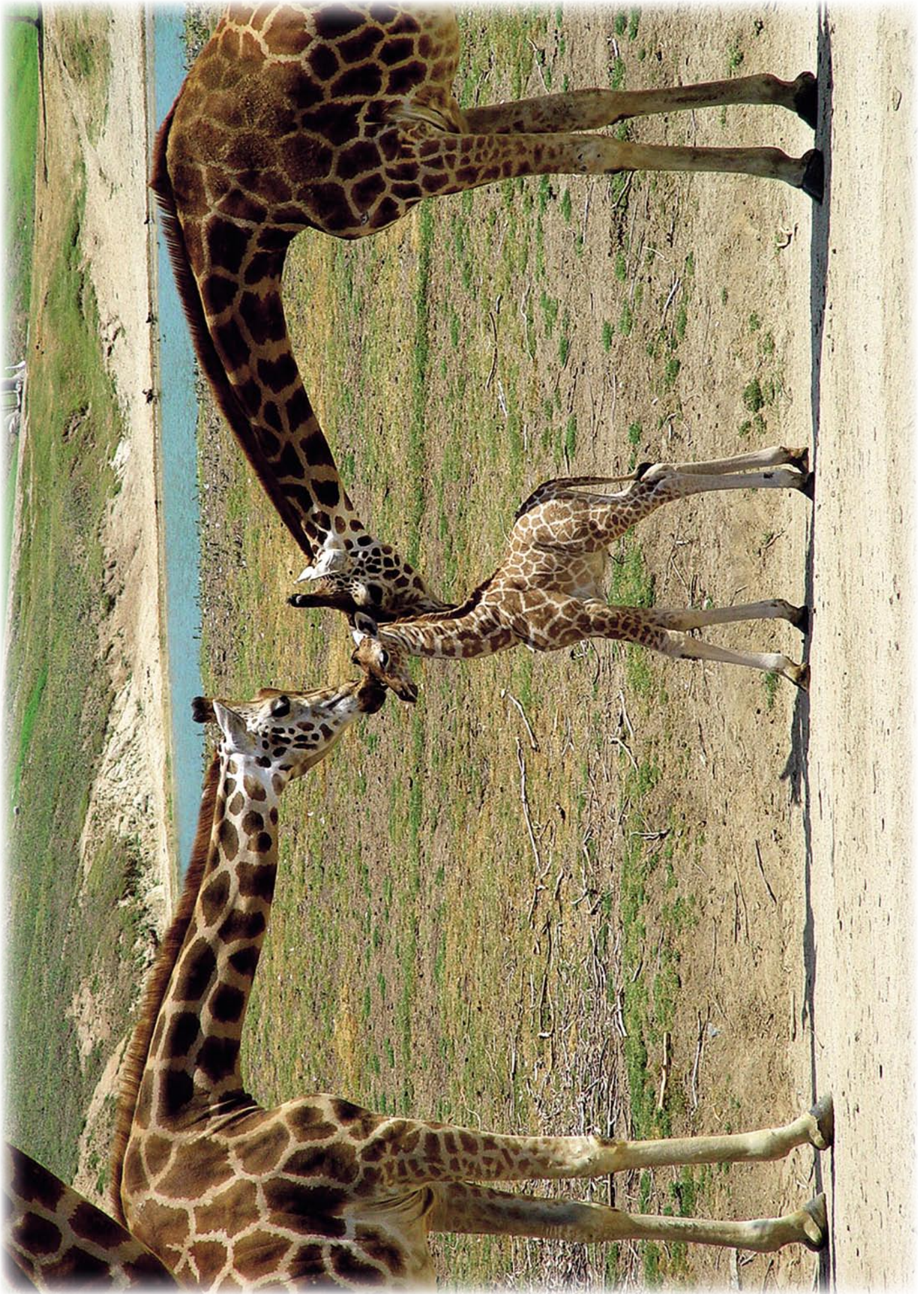
Look at the question on page 15 with the children. Remind them that the stone was not alive and see if they can think of other things that do not eat, drink or breathe. Steer them to answers such as brick, plastic, metal, water, the wind. If wood is suggested you may like to trace its relationship to trees and say that it was once alive.

Outcome

The children:

- ▶ Learn some of the characteristics of life.







Baby animals

Objectives

- ▶ To learn about a range of young animals.
- ▶ To learn that young animals change as they grow older.

Resources and preparation

Pictures of baby animals. The children could bring in pictures to show the class.

If you are preparing a visit to a farm it may be better to wait until after the visit until you read this spread and use it for revision and consolidation (see also the notes for lessons 8 and 9).

Starting the lesson

Ask the children if they have had a baby animal at home. Some may have had kittens and puppies and may tell the class about them.

Activities with pages 16 and 17

- ▶ Open the page and be prepared for the children to go "Ah!".
- ▶ When they have settled remind them of the accounts they have just heard in starting the lesson and read the first line with them and the next one.

Ask the children who contributed to the starter activity to describe how the kittens and puppies are now. Although they do not have a good sense of the passing of time steer them into confirming that baby animals do indeed grow up quickly.

- ▶ Ask the children how they think the chick will change as it grows into a chicken. Look for answers about it being much bigger and having feathers rather than fluffy down. (You could direct them to look at the chicken on page 20 to help them.) Some children may say that it will change its call from "cheep cheep" to a clucking sound.
- ▶ Read the caption about the puppy and see if the picture has served as a trigger to help someone remember facts about a puppy such as it fed on its mother's milk, it smelt "biscuity", it had teeth like pins which came out in cushions as it got its new teeth.
- ▶ Move on to the lamb and sheep and if feeding on milk has already been mentioned (or even if it hasn't) discuss it here. You can mention that it is a feature of all mammals and refer back to page 12.
- ▶ Move on to the horse and use this to discuss other hoofed animals such as calves and cows and piglets and pigs.



Teacher's sheet



Differentiation

Less confident learners may need help in telling their stories about animals and may enjoy drawing a picture of their pet and naming it. More confident learners may try drawing young and adult animals such as lambs and sheep, calves and cows and recording features, in addition to size such as presence of thick wool or presence of horns.

Assessment

The children can be assessed on their contributions and on the realistic appearances of the animals in their drawings. There is an assessment sheet on page 57 of this guide.

Assessment guidance

1. A = 4, B = 3, C = 5, D = 2, E = 1.
2. The drawing should be of a caterpillar.

Plenary

Review the growth of baby animals by considering the question on page 17 and the animals you have discussed. Test the children by asking what a caterpillar grows into (butterfly) and a tadpole (frog).

Outcomes

The children:

- Can describe how baby animals change as they grow up.
- Know the names of a range of young animals.











Animals move

Objectives

- To learn how different animals move.

Resources and preparation

A video of animals moving perhaps in a rainforest or other habitat.

If you are preparing a visit to a farm it may be better to wait until after the visit before you read this spread and use it for revision and consolidation (see also the notes for lessons 7 and 9).

Starting the lesson

You may start the lesson by showing the children a video of animals moving around in their habitat. Alternatively you may begin by reminding the children that humans are animals and ask them about the different ways people move. You may have to suggest walking then look for answers such as running and jumping and hopping. Ask about how babies move and look for an answer featuring crawling.

Activities with pages 18 and 19

- Read the introductory sentence and the text then look at the picture of the horse and the caption. Ask the children to find out more about galloping by looking in the glossary.
- Ask the children if they know another way in which a horse moves. While they may mention walking see if they can mention trotting and compare it to galloping.
- In an open space see if the children can mime trotting and galloping.
- Ask the children if cows move in the same way and look for an answer about walking, although someone may mention a charging bull!
- Move on to the picture of the cat and see if the children can mime prowling. Ask the children if dogs prowl and look for answers about some dogs sniffing and running around when they are hunting.
- Move on to the picture of the eagle and use it to introduce ideas about different types of flight. Being with the eagle soaring on outstretched



Teacher's sheet



wings. Ask how sparrows fly and look for answers about flapping their wings quickly. If the children have watched films about birds of prey swooping you may also like to consider this.

- Finally move on to fish and ask the children to mime with their hands how they think fish move. Look for them holding a hand vertically and moving it from side to side.

Differentiation

Less confident learners may need help with their mimes. More confident learners could think about how caterpillars, earthworms, snails and bees or flies move and prepare mimes for you.

Assessment

The children can be assessed on their contributions to the discussions and the ease with which they make their mimes and the accuracy of their mimes.

Plenary

Ask the children about the two questions on page 19 and look for an answer about hopping and slithering or sliding along. Challenge the children to mime the movements of animals as you call them out. For example, soar like an eagle, trot like a horse, crawl like a baby, prowl like a cat.

Outcome

The children:

- Can compare how different animals move.







What do animals eat?

Objectives

- To learn that animals eat certain kinds of food to keep healthy.

Resources and preparation

A tennis ball for each child or group of children. A plastic aquarium tank with lid, potting compost, cabbage leaves, snails or slugs (collected from a garden or hedge bottom).

If you are preparing a visit to a farm it may be better to wait until after the visit until you read this spread and use it for revision and consolidation (see also the notes for lessons 7 and 8).

Starting the lesson

Remind the children about lesson 4 and the foods that they eat. Ask them if they give the same food to their pets. Look for an answer about their pets having their own food but be prepared for stories of giving their pets, especially dogs, some of the food they eat. Conclude that each kind of animal has its own special food and it can harm them if they are fed the wrong food.

Activities with pages 20 and 21

- Read the introductory sentence and the text to emphasise that animals need their own food.
- Look at the picture of the chicken and read the caption with the children. Tell the children that the seeds can be in the form of grain and sometimes grain is called corn. Also tell the children that chickens use their feet when feeding as they scrape in the ground to look for food. You could get the children to mime scraping and pecking to reinforce how chickens feed.
- Move on to the squirrel and read the caption with the children. Get the children to look closely at the way the squirrel is holding the nut. Tell them that squirrels have four fingers but no thumbs. Ask the children to put their thumbs close to the base of their little fingers so they can only use their four fingers. Ask them to pick up a ball and mime eating it. Ask them if it is harder or easier to do than using their thumbs.
- Move on to the dog and read the caption. Ask children who have dogs



Teacher's sheet



how often they are fed during the day. You may like to compare the diet of a dog and human being, and the number of meals taken by both to show that dogs do eat differently from humans to remain healthy.

- ▶ Move on to the snail then show the children the aquarium tank. Put a layer of potting compost in the bottom to a depth of about 4cm. Place the cabbage leaves on the compost then put in the snails or slugs. Put on the top and make sure that the animals cannot escape through any gaps. Also make sure that there are some small gaps so that the air can pass freely in and out of the tank. (Over the next few days let the children look at the animals and the leaves and see how much is eaten. The children may also discover how the animals move and in the case of snails they may see that they seal themselves into their shells. Release the animals after a few days and thoroughly clean the tank as it can become messy!)
- ▶ The children could draw the container and its contents.
- ▶ Move on to the deer and ask about other animals that eat grass – look for answers that include cows, sheep,

horses and rabbits.

Differentiation

Less confident learners may need help in putting their thumbs out of the way and observing the snails and making their drawing. More confident learners could be given words to write to label their drawing.

Assessment

The children can be assessed on how they are involved in all aspects of this lesson. They can be assessed on the presentation of their drawing.

Plenary

Review briefly how different animals eat then ask the children to answer the question on page 21. Let children who have cats talk to the class about their pets. In addition to food of fish, meat, biscuits and water be prepared for mice and birds to occasionally be mentioned!

Outcomes

The children:

- ▶ Understand that different animals have different foods.
- ▶ Can observe snails or slugs feeding.
- ▶ Can describe the food of a range of animals.







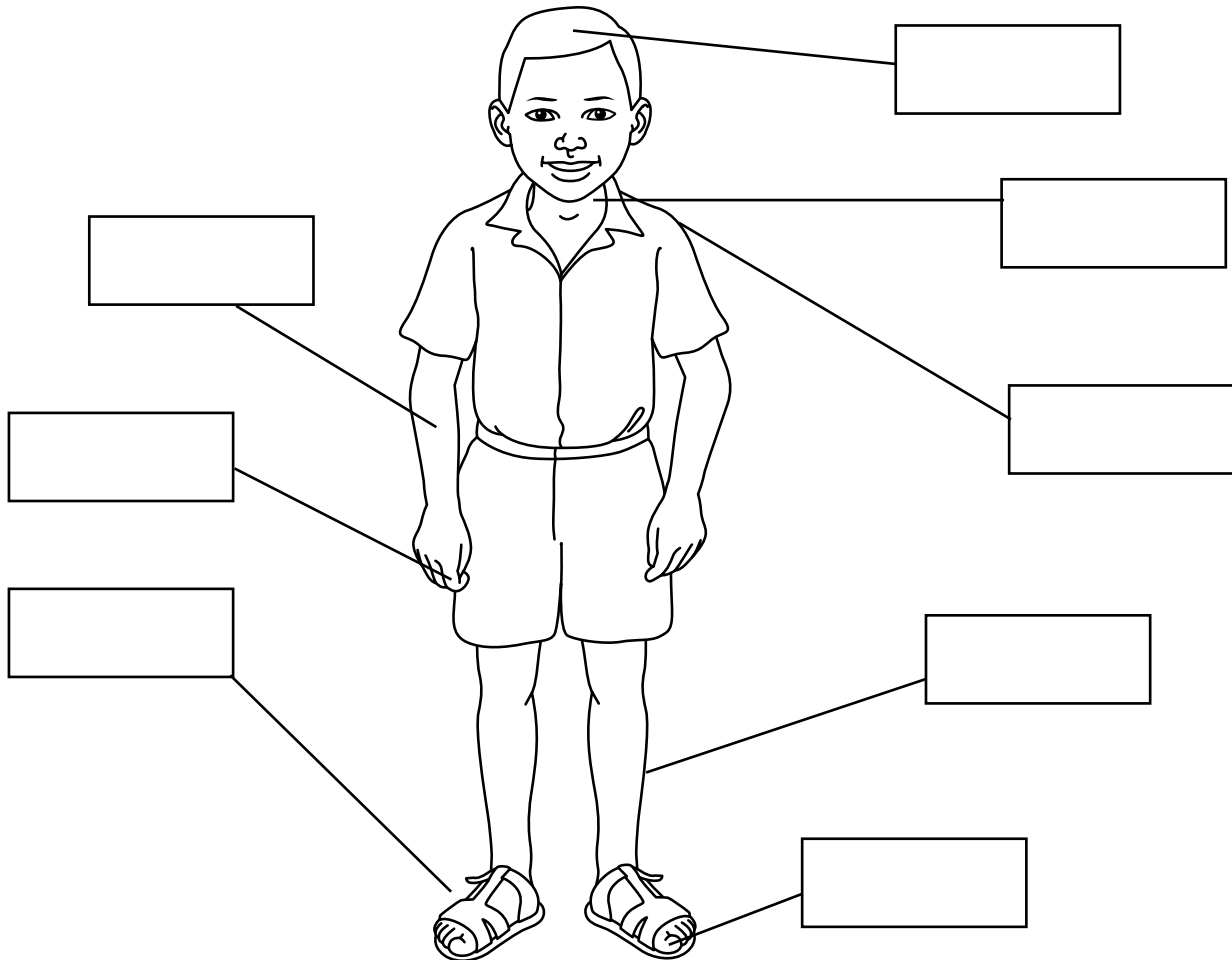




Assessment

Your body

1. Cut out the labels and stick them in place.



arm

finger

head

toe

neck

leg

shoulder

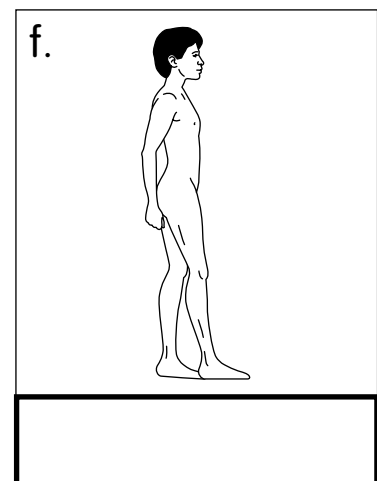
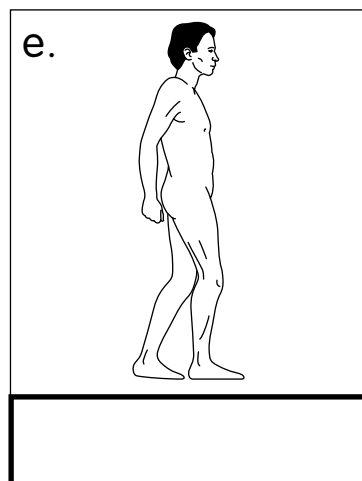
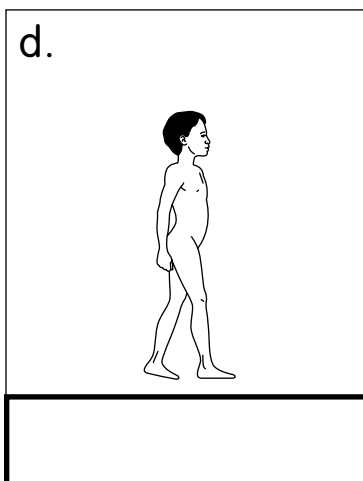
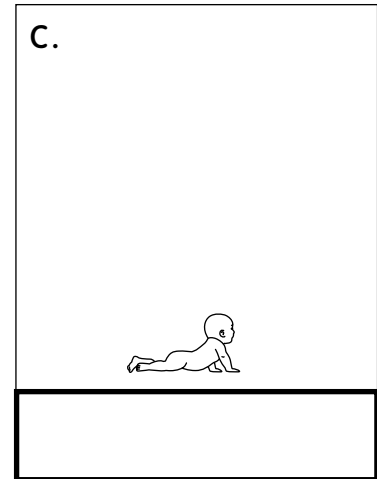
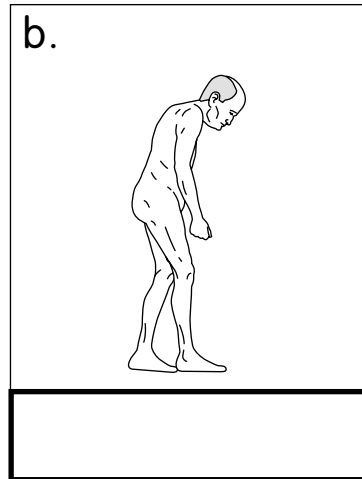
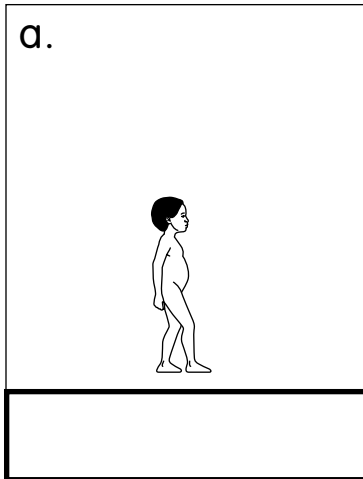
foot

2. Label some more parts if you can.



Assessment

Growing up



1. Cut out the labels and stick them on the pictures.

baby

old grown-up

toddler

teenager

young grownup

child

2. Cut out the pictures and put them in order.



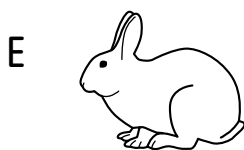
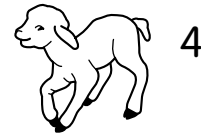
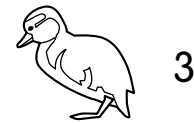
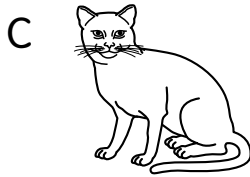
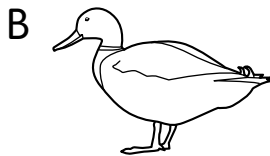
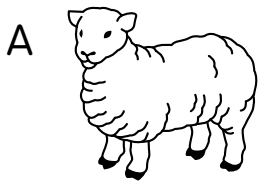
Assessment

Baby animals

1. Match the baby animals and adults by drawing lines between them.

Adult

Baby



2. Draw a young butterfly before it grows wings.

