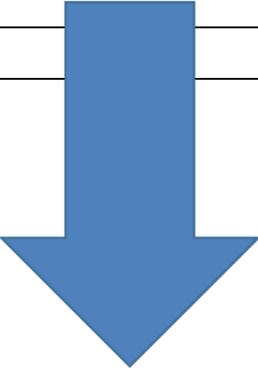




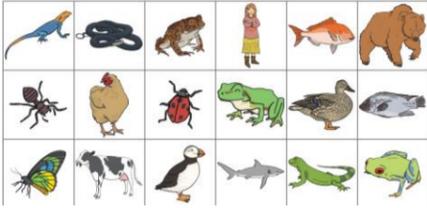
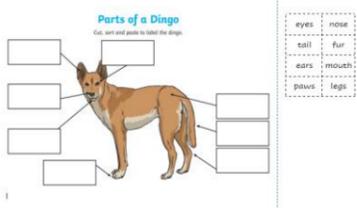
**'Animals'** DURATION: 11 WEEKS

Learning Area	Content Descriptors explicitly addressed	Achievement Standards addressed
<p><b>Science</b></p> <p>In Foundation to Level 2, the curriculum focus is on awareness of self and the local world. Students observe changes that can be large or small and happen quickly or slowly. They explore the properties of familiar objects and phenomena, identifying similarities and differences. Students observe patterns of growth and change in the world around them, including weather and living things. They explore the use of resources from Earth and are introduced to the idea of the flow of matter when considering how water is used. Students describe the components of simple systems, such as stationary objects subjected to pushes or pulls, or combinations of materials, and show how objects and materials interact through direct manipulation. They learn that seeking answers to questions and making observations is a core part of science and use their senses to gather different types of information. They infer simple cause and effect relationships from their observations and experiences, and link events and phenomena with observable effects. Students use counting and informal measurements to make and compare observations and begin to recognise that organising these observations, including in pictograms and in tables, makes it easier to show and describe patterns. They use patterns to make predictions about phenomena.</p>	<p><b>Biological Sciences</b></p> <ul style="list-style-type: none"> <li>Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met (VCSSU042)</li> <li>Living things grow, change and have offspring similar to themselves (VCSSU043)</li> </ul> <p><b>Earth and Space Sciences</b></p> <ul style="list-style-type: none"> <li>Earth's resources are used in a variety of ways (VCSSU047)</li> </ul> <p><b>Recording and Processing</b></p> <ul style="list-style-type: none"> <li>Use informal measurements in the collection and recording of observations (VCSIS052)</li> <li>Use a range of methods, including drawings and provided tables, to sort information (VCSIS053)</li> </ul>	<p>By the end of Level 2, students describe examples of how people use science in their daily lives. They identify and describe examples of the external features and basic needs of living things. They describe how different places meet the needs of living things. They describe the properties, behaviour, uses and the effects of interacting with familiar materials and objects. They discuss how light and sound can be produced and sensed. They identify and describe the changes to objects, materials, resources, living things and things in their local environment. They suggest how the environment affects them and other living things.</p> <p>Students pose and respond to questions about familiar objects and events and predict outcomes of investigations. They use their senses to explore the world around them and record informal measurements to make and compare observations. They record, sort and represent their observations and communicate their ideas to others.</p>
<p><b>Critical and Creative Thinking</b></p> <p>From Foundation to Level 2, the curriculum focuses on developing the knowledge, skills and understanding to express reasoning and to problem solve and learn more effectively. Students become familiar with key vocabulary and simple strategies to structure and improve thinking. Students develop an understanding that thinking can be made explicit.</p>	<p><b>Questions and Possibilities</b></p> <ul style="list-style-type: none"> <li>Identify, describe and use different kinds of question stems to gather information and ideas (VCCCTQ001)</li> </ul> <p><b>Reasoning</b></p> <ul style="list-style-type: none"> <li>Compare and contrast information and ideas in own and others reasoning (VCCCTR005)</li> </ul>	<p>By the end of Level 2, students use and give examples of different kinds of questions. Students generate ideas that are new to them and make choices after considering personal preferences.</p> <p>Students identify words that indicate components of a point of view. They use reasons and examples for different purposes.</p> <p>Students express and describe thinking activity. They practice some learning strategies. Students demonstrate and articulate some problem-solving approaches.</p>

<p><b>Unit Overview:</b></p> <p><b>Key Inquiry Question/s:</b>                  What external features do living things have?                  How can animal body parts serve a purpose? (feeding, moving)                  What habitats do living things have and how do they meet the animals basic needs?                  How do these habitats differ for different animals?                  What happens when habitats change?                  What are the different characteristics of the life stages in animals?</p>		<p>How will you assess students' progress toward the achievement of the standards?</p> 
<p><b>Pre-assessment:</b>                  KWL chart for Farm and pets                  KWL chart for under the sea creatures                  Assess prior knowledge</p>	<p><b>Ongoing formative assessment:</b>                  Contributions to discussions                  Questions asked                  Prior knowledge shared and linked</p>	
<p><b>Special events/dates and experiences:</b></p>	Wild Action been contacted 9/4/24	
<p><b>English text-type:</b></p>	Report	
<p><b>Topic Specific Vocabulary:</b></p>	lifecycle, animals (various animal names), habitat	

Tune In	Target Teach	Try Out	Tune Up	Take Off	Tie Together
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Week	Learning Intention & Success Criteria/Activity	Assessment
<p><b>Week 1</b></p> <p><b>Guinea Pig expecting</b></p>	<p><b>Learning intention:</b> We are learning to identify living and non-living things.</p> <p><b>Success Criteria:</b> I can sort living and non-living things into groups.</p> <p><b>Brainstorm:</b>                  What are living, what are non-living?- brainstorm using turn and talk, and sharing, recording all ideas .                  Read Living and Nonliving video. <a href="#">Living and Non-living Things for Kids (youtube.com)</a> Checking responses. <a href="#">The Surprising</a>  <a href="#">Things (youtube.com)</a></p> <p>Activity to do if time permits at the end of the lesson. <a href="#">English Test That Teaches Kids About Living and Non-Living Things (youtube.com)</a></p> <p><b>Activity:</b> <a href="#">us-s-45-living-and-nonliving-things-photo-sorting-activity_ver_1.pdf (twinkl.co.uk)</a>                  Print out posters onto A3 and cut out photos ready to hand to students.                  Ask students to identify why the photo is living or non-living before pasting it on.</p>	Whole group assessment poster

<p><b>Week 2</b></p>	<p><b>Learning intention:</b> We are learning to sort animals into different categories.  <b>Success Criteria:</b> I can find similar features of different types of animals and place them into groups.  <b>Revise Week 1:</b> living and non-living</p> <p><b>Brainstorm:</b>  What are animals?- brainstorm using turn and talk, are there different types of animals? Recording responses  <b>Students Activity:</b> From Twinkl only using pictures have students sort animals into different groups. Leave groups sorted on tables and back to the floor to watch Animal classification video.</p> <p style="text-align: center;"><b>Sorting Animals</b>  Sort these animals into the correct sets. Are they mammals, reptiles, amphibians, fish, birds or insects?</p>  <p><b>Whole class activity:</b> Watch <a href="#">Animal classification for Kids   Mammals, Birds, Reptiles, Amphibians &amp; Fish   Animal Groups (youtube.com)</a></p> <p><b>Student Activity 2:</b> Students return to tables and re-look at how they grouped the animals. Once they are happy they can paste into books using half a page for each group.</p>	<p>Sorting task - Students can sort data into similar collections</p>
<p><b>Week 3</b></p> <p><b>Set up incubator ready for week 6 hatching.</b></p>	<p><b>Learning intention:</b> What are animal features?  <b>Success Criteria:</b> I can label an animal.</p> <p><b>Revise Week 2: What are Animal groups?</b>  <b>Explicit Instruction:</b> Today we will be talking about features of animals .  <a href="#">Dingo Video &amp; Resources   ClickView</a>  <b>We are going to watch the first 1 min of this video, stop and talk about the features of a dingo.</b>  <b>Activity/Task:</b>  Students label and identify the features of dingo. They identify the purpose of the key features and why the animal needs them.</p>  <p><b>Resources:</b> Pictures of animals, labels</p>	<p>Animal labelling task</p>
<p><b>Week 4</b></p> <p><b>Baby bird to be introduced</b></p>	<p><b>Learning intention:</b> We are learning about different animal habitats  <b>Success Criteria:</b> I can sort the animals into their correct habitats.</p> <p><b>Revise Week 2:</b>What are animal features?</p> <p><b>Prior knowledge:</b>  Make a list of possible places in which animals can live. ocean, forest, rivers, desert etc.</p> <p><b>Explicit teach:</b>Twinkl introduction to habitats <a href="#">au-t2-s-084-introduction-to-habitats-powerpoint_ver 4.pptx (live.com)</a>  <b>Activity 1:</b> Using the Twinkl Animals and their habitats matching activity work as a class to locate animal habitats.  <b>Activity 2:</b> Go for a walk around the school and identify the different animal habitats we have.  Pre incursion: What are some questions you would like answered about some of the animals we are going to see this week.  Post incursion: did we answer our questions, Do a brain storm and record all the information the students gained from it.</p>	
<p><b>Week 5</b></p> <p><b>Barkley to come in and visit</b></p>	<p><b>Learning intention:</b> We are learning about animal babies and their names.  <b>Success Criteria:</b> I can name the adult and baby name for different animals.</p> <p><b>Revise Week 4:</b> Last week we talked about animal habitats, what are habitats and can you name some of the habitats the animals we saw last week live in?  <b>Warm Up:</b> Use the large picture cards. Match the adult and the baby together. Discuss as a class the different names for the animals.</p>  <p><b>Explicit Teaching:</b> We are learning what the different baby names are for different animals today?</p> <p><b>Resources:</b> Epic Baby animal Names book or Twinkl PP Animals and their Young <a href="#">T-T-10467-Animals-Including-Humans-Offspring-Lesson-Powerpoint.ppt - Google Slides</a></p> <p><b>Activity:</b>  Students match the pictures of the baby animal to the adult animal and the name of the baby animal.</p>	<p>Animal Matching Activity.  Animal Babies Lesson 5</p>

**Mothers and Their Young**

Cut out the pictures of the young animals and stick them next to their correct mothers.

goose		<input type="checkbox"/>	<input type="checkbox"/>		cow
sheep		<input type="checkbox"/>	<input type="checkbox"/>		pig
goat		<input type="checkbox"/>	<input type="checkbox"/>		horse
duck		<input type="checkbox"/>	<input type="checkbox"/>		chicken

**Week 6**

**Eggs due to hatch**

**Learning intention:** We are learning about the life stages of a chicken.

**Success Criteria:** I describe the lifecycle of a chicken

**Revise week 5: Baby animal names**

**Prior knowledge:** What do you know about life cycle of a chicken? Record ideas

**Explicit Instruction:** Today we are going to talk about the life cycle of a chicken. Watch Twinkl PP or [Can you name the stages of the life cycle?\(youtube.com\)](https://www.youtube.com/watch?v=...)

**Next steps:**  
Class discussion about what the chickens are going to need once they hatch. [How to raise baby chicks...Simple and easy tips for a healthy flock! \(youtube.com\)](https://www.youtube.com/watch?v=...)

**Activity:** Have students design a chicken brooder. or label a life cycle of a chicken.




Students watch the chickens hatch from the incubator.

**Week 7**

**Learning intention:** We are learning about animals

**Success Criteria:** I can make a poster about an animal that includes the animal category, features and habit.

**Review week:** 1,2,3,4,5,6

**Group discussion:** What animal groups are you interested in, what animal would you like to know more about, what animal would you like to make a poster about?

**Activity/Task:**  
**Teacher premakes a poster and Shows the students how they did it.**  
**Each student decides what animal they would like to make a poster about.**

**Teachers Prep for next lesson:**

- list the animal groups students are interested in.
- organise students into 2 or 3 general interest groups.
- organise resources for each general interest group, ready for small group information sessions. e.g: (15 min sessions) Insect group: during explicit group time watch What is an insect video? [Facts about Insects for Kids | Learning Video \(youtube.com\)](https://www.youtube.com/watch?v=...) Look at Books on insects, information posters and library book sets. colouring sheet/labelling work sheets.

Poster needs to include

Name of animal	animal category
labelled picture	Habitat

**Week 8**

**Learning intention:** We are learning about animals

**Success Criteria:** I can make a poster about an animal that includes the animal category, features and habit.

**Review :** Posters

**Small Group rotations:**

- explicit instruction about a general animal group or individual animal depending on chosen animals.
- other students working on their animal poster

Working on poster

**Week 9**

**Learning intention:** We are learning about animals

**Success Criteria:** I can make a poster about an animal that includes the animal category, features and habit.

**Review :** Posters

**Small Group rotations:**

- explicit instruction about a general animal group or individual animal depending on chosen animals.
- other students working on their animal poster

Working on posters

<p><b>Week 10</b></p>	<p><b>Learning intention:</b> We are reflecting on our learning about animals, groups, features and their habitats.  <b>Success Criteria:</b> I can share a poster about an animal that includes the animal category, features and habit.</p> <p><b>Warm up:</b>  What have we learnt about animals, groups, features and habitats?- brainstorm in a round robin format. Bring group back together and write a class anchor chart of knowledge. Put on display in class. Go back to original poster.</p> <p><b>Activity</b>  Review the KWL chart and the wonderings students had about animals at the beginning of the unit. What information do we know now that we didn't know already?</p> <p>Share Learning:  Each student can share their learning with their buddy and/or parents at a classroom show case.</p>	<p><b>Summative Assessment:</b>  Student sharing a poster about an animal detailing it's features,group and habitat.</p>
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**Attachments/Resources:**

**Reflection:**