

Final Outcome:

To create a poster comparing and contrasting omnivores, herbivores and carnivores.

Component 6:

What we will know after this sequence:

To compare and describe dinosaurs.
To know the omnivores, herbivores and carnivores.
How to explain what an omnivore, herbivore and carnivore is using dinosaurs as examples.

Vocabulary:

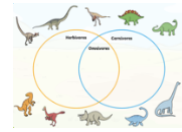
Dinosaurs, food, diet, extinct, compare, describe, sort.

How will this feed into my next learning:

Make comparisons between and know the key features of each five varieties.

SEN:

Videos and artefacts available. To use dinosaurs to engage interest but if that is not suitable to look at alternative animals. To have a sorting activity as an alternative way of recording if needed.



Component 4:

What we will know after this sequence:

Identify and name a variety of common animals that are herbivores.

Vocabulary:

Body, part, human, label, limbs

How will this feed into my next learning:

Make comparisons between and know the key features of each five varieties.

SEN:

Images with key words available. To have been given examples of herbivores prior to the lesson and examples. To watch BBC

bitesize video on herbivores prior to lesson for pre-teaching.



Component 5:

What we will know after this sequence:

Identify and name a variety of common animals that are omnivores.

Vocabulary:

Senses, human, test, taste, smell, touch, see, hear

How will this feed into my next learning:

Make comparisons between and know the key features of each five varieties.

SEN:

Images with key words available. To have been given examples of omnivores prior to the lesson and examples. To watch BBC

bitesize video on omnivores prior to lesson for pre-teaching.



Component 3:

What we will know after this sequence:

Identify and name a variety of common animals that are carnivores.

Vocabulary:

Animals, diet, omnivore, herbivore, carnivore

How will this feed into my next learning:

Make comparisons between and know the key features of each five varieties.

SEN:

Images with key words available. To have been given examples of carnivores prior to the lesson and examples.



Component 2:

What we will know after this sequence:

Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).

Vocabulary:

Wildlife, animals, compare, pets, structure, variety

How will this feed into my next learning:

Make comparisons between and know the key features of each five varieties.

SEN:

Images with key words available. Pictorial representations of key vocabulary and pre-taught. Be able to match pictorial, written structures of each common animal in an activity.



Component 1:

We should know:

Common animal names. Animals that are pets/non-pets.

What we will know after this sequence:

Identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals.

Vocabulary:

Wildlife, fish, amphibians, reptiles, birds, mammals, identify, classify, observe

How will this feed into my next learning:

We will be ready to explore the features of each variety.

SEN:

Clipboards available to lean on or whiteboard. To have pre-taught vocabulary and pictorial representations of the key animal groups for the lesson. To have a sorting activity and focus on smaller number of animal groups if the information is too much for them.

