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| **Activity:**  Children to use the internet to find and print an image of their type of pet. Children to use sound buttons to record clues about their type of pet. (Children working at S to be encouraged to describe their animal's appearance, what it eats, where it lives, what it’s young is called. Children working at E to be encouraged to use the language: birds, fish, amphibians, reptiles, mammals, herbivore, carnivore etc to describe their pet.) Images of class pet’s to be stuck around the classroom and in pairs (appropriate to S/E) the children use the clues to identify and find their peers' pets. Children could travel around the classroom to access the clues/pets using body boards? |

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| **Life Skills** |
| **Communication:**  To use talking buttons to record their clues.  To describe their pets using appropriate subject specific vocabulary.  To use common adjectives. (Pupil’s initials)  To produce a three-word string. (Pupil’s initials)  To carry on a simple 'two way' conversation. (Pupil’s initials)  To state what they are doing. (Pupil’s initials)  Use adjectives to enhance speech. (Pupil’s initials)  Use an increasing range of new vocabulary to add meaning to what I am saying. (Pupil’s initials)  To discuss the task the group has to do. (Pupil’s initials)  **Behaviour for Learning:**  To be able to use classroom resources appropriately  To travel safely around the classroom using the body boards.  **R&SS:**  Children to be able to follow a set of spoken instructions to complete the task with a level of independency  **Independence:**  Children to access auditory resources independently |

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| **Basic Skills** |

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| **S**  I can sort by a given criterion.  I can match objects.  I can describe characteristics of objects and events they observe. | **E**  I can identify and classify simple features of objects, materials or living things.  I can decide how to sort and group objects, materials or living things.  I can use simple scientific language.  I can use simple secondary sources to find answers.  I can record and communicate my findings in a range of ways. |

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| **Subject Specific Learning** |

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| **S**  Biology  I can link pictures of adult with young animals.  I can describe a familiar animal from memory.  I can sort animals or plants into given categories. | **E**  Biology - Animals including humans  I can identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.  I can identify and name a variety of common animals that are carnivores, herbivores and omnivores.  I can describe and compare the structure of a variety of common animals.  I know that animals, including humans, have offspring, which grow into adults. |