



Prior Learning (Animals including Humans) to Reactive

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).

Key Learning

- We know that insects are invertebrates and are made up of subsets such as arachnids and crustaceans.
- We know the names of some of the insects and plants found in our school environment such as ants and eucalyptus.
- We know the school grounds are made up of many micro-habitats such as rocks, soil, bark, grass, flowers. We can name a mini-beast you might find here.
- We know the features of mini-beasts and how these help them suit their habitat.

Scientific Skills

- Sort and classify mini-beasts according to their features—IT link to branching databases.
- Observe mini-beasts using magnifying equipment.
- Collect and represent data about mini-beasts and their habitats.
- After observing mini-beasts in their habitats, suggest why

Linked documents: Class Overview, Science Whole School Progression document and Class Medium Term Planning.



Key vocabulary

insect	A small animal that is an invertebrate.
invertebrate	An animal without a back bone.
habitat	The home of a living thing.
arachnid	A type of insect which has jointed legs such as spiders and scorpions.
crustacean	A type of invertebrate which is aquatic
exoskeleton	A skeleton outside the body that supports and protects an animal's organs.
antenna	A pair of long feelers on the head of some insects.
thorax	Part of the body between the neck and the abdomen.
abdomen	The belly of a living creature.
wing	A part of the body used to fly.
characteristic	A distinctive feature.