

Objective	Milestone Indicators	Basic Activities	Advanced Activities	Deep Activities	Resources
<p>To understand animals and humans.</p>	<p><b>Milestone 2</b></p> <p>Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and that they get nutrition from what they eat.</p>	<p>Provide children with the Picture Cards and Group Cards. Spread the Group Cards out on the table. Support children in a group to organise the foods into the correct categories.</p>	<p>Provide children with the Picture Cards and ask them to organise the foods into the correct groups on Worksheet 1A. Children to list each food in the correct column.</p>	<p>Children to list as many foods as they can think of that would fit in each of the food groups.</p>	<p>Slides Worksheet 1A/1B Picture Cards Group Cards</p>

<p>To understand animals and humans.</p>	<p><b>Milestone 2</b></p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>Provide children with books and access to the internet, and ask them to find out what each of the animals on Worksheet 3A eats.</p>	<p>Provide children with books and access to the internet, and ask them to find out what each of the animals on Worksheet 3C eats, where the animal lives and to describe whether each animal is a herbivore, a carnivore or an omnivore.</p>	<p>Give each child one of the Animal Cards and tell them that they will be responsible for finding out what the animal they have picked eats. Children could also investigate where the animal lives, whether it is a herbivore, carnivore or omnivore, predator or prey, etc. Give children some time to find out the answers using books and the internet. Children to present the information they have found out about their animal's diet on a sheet of plain paper. Children to include a picture of their animal, details about where the animal lives, what they eat, whether they are herbivores, carnivores or omnivores, etc.</p>	<p>Slides Worksheet 3A/3C Books, internet Animal Cards</p>
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<p>To understand animals and humans.</p>	<p><b>Milestone 2</b></p> <p>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p>	<p>On Worksheet 5B, children to use the words in the word box to help them label the different bones in the skeleton.</p>	<p>On Worksheet 5C, children to label the bones in the skeleton. Children to label as many as they can from what they already know and the use books and the internet to label any they were unsure of.</p>	<p>Provide children with a copy of the Picture Cards. Children to study the pictures showing the skeletons of different animals. What do the skeletons have in common? What is different about them?</p>	<p>Slides Worksheet 5B/5C Books, access to internet Picture Cards</p>
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<p>To understand animals and humans.</p>	<p><b>Milestone 2</b></p> <p>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p>	<p>On Worksheet 6A, children to tick the boxes to show how each of the animals moves and protects themselves, then answer the questions.</p>	<p>Provide children with a copy of Worksheet 6B, books and access to the internet. Children to find out how each of the invertebrates listed on the worksheet support themselves without a skeleton.</p>	<p>Provide children with a set of Picture Cards. Children to organise the animals on the Picture Cards into different categories using the Label Cards. Children to then use books and the internet to help them write a description for each group of animals, explaining how their bodies are supported and protected. Children stick the pictures onto four different A4 pages and write the description for each around the pictures, the stick them all onto a large sheet of paper to create a poster.</p>	<p>Slides Worksheet 6A/6B Books, access to internet Picture Cards Label Cards</p>
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