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| **TOPIC OVERVIEW:** Life cycles, Outdoors, Gardening and flowers Spring, Easter. What is Spring? What happens in Spring? Can I see signs of Spring? What is new life? Which animals are born in Spring? Can I match animals to their young? Which plants grow in Spring? How can I care for them? What is a season? How is Spring different to other seasons? What is a life cycle? How do plants grow? What do they need to grow? What are tadpoles? What happens in the tadpole life cycle? What happens in the butterfly life cycle? What is a minibeast? How can I find out more about them? How many minibeast can I find? | | | |
| **Introduction to topic:**  Begin with a **warm welcome** to the students, introducing the theme for the day: "Come Outside".**Ask students to share** their favorite things to do outside: What do you like to do outside? What animals have you seen outside? What plants or flowers have you noticed in the garden? **Introduce the topic**: Over the course of the term, students will explore different aspects of nature, including animals, plants, and the environment, both indoors and outside.  **Objective for the Day:** We will explore the outdoors, learn about plants and animals, and get to know the nature around us!  **Nature Walk – Exploring Outdoor Habitats: Objective**: Introduce students to local outdoor environments and habitats.  **Planting Seeds – Starting Our Garden: Objective**: Teach students how to plant seeds and begin a garden.  **Nature Art – Drawing Nature Around Us: Objective**: Engage students in creative expression based on outdoor observations.  **Wild Animal Stories – Learning About Outdoor Creatures: Objective**: Introduce students to common wild animals and their characteristics | | | |
| GEOGRAPHY | | | |
| LEARNING OBJECTIVES:  Locational Knowledge ---To name and locate the world’s seven continents and five oceans.  -To use world maps, atlas and globes to identify the UK and its countries, continents and oceans. | |  | |
| Lesson objectives: | WALT and Activity | | Possible resource |
| GEOGRAPHY Session 1:  Objective:  To name and locate the world’s seven continents and five oceans.  To use world maps, atlas and globes to identify the UK and its countries, continents and oceans at this key stage. | WALT: make connections to the world around us | | ✅ Large world map (floor size if possible) ✅ Globe ✅ Flashcards with continents/oceans & images of animals/landmarks ✅ Continent jigsaw puzzle ✅ Colouring sheets & pencils ✅ Storybook featuring world travel or animals from different continents |
| ACTIVITY: Show a large world map or globe.  Introduce the seven continents and five oceans using a song.  Use actions (e.g., pretend to shiver for Antarctica, wave arms for oceans).  **🌍 Station 1: Giant Floor Map Challenge**  Lay out a **large world map** on the floor.  Call out **continent and ocean names**, and students **jump** or **place toy animals** on the correct location.  Variation: A **"pin the ocean on the map"** game where students match ocean labels to the correct places.  **🧩 Station 2: Puzzle & Matching Game**  Students complete a **continent puzzle** to piece together the world map.  Match **continent flashcards** to pictures (e.g., kangaroo = Australia, panda = Asia).  Challenge: Sort **ocean cards** into the correct places on a blank world map.  **🎶 Station 3: Continent Song & Art**  Learn a **song** about the continents (e.g., "Continents Song" to a familiar tune).  Create a **"My World Map" booklet**, drawing and labeling continents.  Option: Colour continents using a **theme** (e.g., blue for oceans, green for land).  **🧭 Station 4: Globe Adventure & Storytelling** (Exploratory & Narrative Learning)  Use a **globe** to take an imaginary journey around the world.  Read a **short story** featuring animals or people from different continents.  Students **choose a continent**, say its name, and tell one thing they know about it | |
| HISTORY | | | |
| LEARNING OBJECTIVES:  -Talk confidently about my personal experiences of weddings using language of past and present  -Talk about members of my immediate family and community  -Know and talk about influential figures from the past | | Learning about David Attenborough and his achievements in regards to animals. | |
| Lesson objectives: | Lesson overview and class activities | | Possible resource |
| HISTORY Session:1  Objective | WALT: understand the work of David Attenborough | | ✅ Video clips of David Attenborough (*BBC Earth, Blue Planet, Planet Earth clips*) ✅ Toy animals or masks for role play ✅ World map & animal location cards ✅ Art supplies (paper, colouring pencils, glue, magazines for collage) ✅ Fact cards about David Attenborough ✅ Worksheets for simple writing activity |
| ACTIVITY:  Show a picture of David Attenborough and ask, *Who do you think this is? What do you think he does?*   Play a short video clip of David Attenborough speaking about animals (e.g., BBC Earth).   Discuss his role as a wildlife presenter, conservationist, and explorer.  **Station 1: ‘Mini Wildlife Documentary’ Role Play**  Watch a **short clip** from one of Attenborough’s documentaries.  Provide **toy animals or animal masks**.  Children **pretend to be David Attenborough**, narrating a short scene about an animal (e.g., “Here is a lion. It hunts for food in the wild…”).  Teacher/TA records clips for a class ‘Wildlife Documentary’ compilation.  **🌍 Station 2: Mapping David Attenborough’s Adventures**  Look at a **world map** and discuss places Attenborough has visited.  Match **animal cards** to the correct continents (e.g., panda → Asia, penguin → Antarctica).  Stick **pictures of animals and landmarks** onto a big class world map.  **🎨 Station 3: Conservation Poster Design**  Discuss **why Attenborough protects animals and nature**.  Show examples of **posters raising awareness about endangered animals**.  Children create **a poster** about protecting animals (e.g., "Save the Rainforest!" or "Stop Plastic Pollution!").  Use **drawing, collage, or painting techniques**.  **📖 Station 4: David Attenborough Fact Hunt**  Hide **fact cards** around the room with key details (e.g., He was born in 1926, He made Blue Planet, He loves animals).  Children find a fact card and **share with their group**.  Fill in a **simple worksheet**:  David Attenborough is famous for \_\_\_\_\_\_.  He helps animals by \_\_\_\_\_\_.  My favourite animal he talks about is \_\_\_\_\_\_. | |
| ART/DT | | | |
| Reception:  -Design with a purpose in mind and explain the process I have used  -Make 3D models of my favourite bugs, ensuring that they have the different features  -Draw an object from careful observation talking about the features that I have included  -Make props to use in role play and small world play  -Create collaboratively sharing ideas, resources and skills  -Use tools and techniques with increased care and precision  -Mix a range of colours needed for a purpose | | Year 1: (DT)  Food Focus:  -I understand healthy eating and food hygiene.  - I can prepare fruit and vegetables (Fruit skewers for the hungry caterpillar) | |
| Lesson objectives: | WALT and Activity | | Possible resource |
| ART Session 1:  Objective  Make 3D models of my favourite bugs, ensuring that they have the different features | WALT: Use a range of media to create our favorite mini beasts | | ✅ **Playdough or air-dry clay** ✅ **Junk modelling materials** (egg cartons, toilet rolls, bottle caps, tissue paper) ✅ **Paper craft supplies** (coloured paper, glue, scissors, googly eyes) ✅ **Natural materials** (leaves, twigs, pebbles, pinecones, acorns) ✅ **Paint, brushes, tape, glue, pipe cleaners, and straw** |
| ACTIVITY:.  Show pictures/videos of different bugs (e.g., ladybirds, bees, caterpillars, spiders, dragonflies).   Ask: *What do you notice about their features? (e.g., legs, wings, antennae, body shapes).*   Explain that today, students will create their own 3D bug models using different materials!   Split into four groups to rotate through different bug-making stations.  **Station 1: Playdough & Clay Bugs**  Children **mould their favourite bug** using playdough or air-dry clay.  Encourage them to **add details**:  Legs (pipe cleaners/toothpicks)  Eyes (googly eyes or beads)  Wings (paper or foil)  Let them dry for painting later (if using clay).  **🕷️ Station 2: Junk Modelling Bugs**  Use **egg cartons, toilet rolls, bottle caps, straws, and tissue paper** to make bugs.  Ideas:  **Spider:** Egg carton body + pipe cleaner legs.  **Butterfly:** Toilet roll body + tissue paper wings.  **Caterpillar:** Bottle caps glued together.  Provide **glue, tape, and paint** for decorating.  **🐞 Station 3: Paper Craft Bugs**  Children create **bugs using folded, layered, and curled paper techniques**.  Ideas:  **Ladybird:** Paper plate painted red with black dots and wings.  **Bee:** Striped paper loops glued together.  **Dragonfly:** Paper wings attached to a straw body.  **Focus:** Cutting, folding, and gluing techniques.  **🦋 Station 4: Natural Material Bugs**  Use **twigs, leaves, pebbles, pinecones, and acorns** to construct bugs.  Ideas:  **Beetle:** A large pebble with stick legs.  **Butterfly:** Two leaves as wings with a twig body.  **Ant:** Three acorns glued together.  Use **PVA glue, string, or tape** to assemble. | |
| ART Session 2:  Objective  -Draw an object from careful observation talking about the features that I have included | WALT: develop our observational drawing skills. | | ✅ Real **leaves, flowers, pinecones, stones, shells, twigs** ✅ **Plastic insects, bug photos, magnifying glasses** ✅ **Pencils, charcoal, fine liners, coloured pencils** ✅ **Clipboards, paper, sketchbooks** ✅ **Labels for key features (stem, petal, antennae, texture words, etc.)** |
| ACTIVITY:.  Take the class outside (if possible) or show real-life objects (e.g., leaves, flowers, pinecones, shells, stones, insects).   Discuss:  *What do you see? What colours, shapes, patterns, or textures do you notice?*  Model observational drawing: Slowly sketch an object, describing features as you draw  **🍂 Station 1: Leaf & Flower Observational Drawing**  Provide **real leaves and flowers**.  Children use **pencils or fine liners** to carefully sketch what they see.  Encourage looking at the **edges, veins, patterns, and shapes**.  Challenge: **Label features** (e.g., stem, petals, veins).  **🪨 Station 2: Natural Object Still Life**  Display **pinecones, stones, shells, and twigs** for students to sketch.  Use **charcoal or soft pencils** to explore shading techniques.  Ask: How can you show rough, smooth, bumpy, or spiky textures?  **🐞 Station 3: Bug Drawing with Magnifying Glasses**  Provide **plastic insects, bug photos, or real minibeasts (in a container)**.  Students use **magnifying glasses** to spot tiny details.  Draw with **coloured pencils**, ensuring accurate colours and features (e.g., antennae, legs, spots).  **🏡 Station 4: Outdoor Scene Sketching**  If possible, take children **outside** to draw part of the school garden, playground, or a tree.  Use **clipboards and sketchbooks** to draw what they see.  Encourage them to describe their drawing using **positional language** (The tree is behind the bench, the flower is next to the fence). | |
| ART Session 3:  Objective  Use tools and techniques with increased care and precision | WALT: explore purposefully with a range of media | | ✅ **Paint, fine brushes, palettes** ✅ **Paper, glue, scissors, tissue paper, natural materials (leaves, twigs, petals)** ✅ **Air-dry clay, playdough, modelling tools, rolling pins** ✅ **Crayons, rubbing paper, objects for texture (bark, leaves, stones, shells, pinecones)** ✅ **Paint trays for stamping activities** |
| ACTIVITY: show examples of how to use tools safely and precisely, including:  Holding scissors correctly.  Using paintbrushes and glue carefully.  Shaping clay and paper with control.  **🎨 Station 1: Painting with Fine Brushes**  Students **paint detailed patterns** on leaves, stones, or paper.  Encourage fine motor control by creating:  **Leaf prints** (painting a leaf and pressing it onto paper).  **Bug patterns** (painting spots on a ladybird or stripes on a bee).  Focus: **Holding brushes properly, careful strokes, adding small details.**  **✂️ Station 2: Cutting & Collage with Natural Materials**  Provide **pre-drawn leaf, flower, and bug templates** for students to carefully cut out.  Encourage them to **stick and layer materials** (e.g., paper, fabric, tissue paper) to create texture.  Use **real leaves, twigs, and petals** in collages.  Focus: **Cutting along lines, layering carefully, using glue precisely.**  **🖌️ Station 3: Clay Modelling – Mini Beasts & Nature Shapes**  Provide **air-dry clay or playdough** to shape small insects, flowers, or trees.  Encourage use of **modelling tools** to create texture (e.g., toothpicks for patterns, rolling pins for flattening).  Challenge: **Press natural objects (leaves, twigs) into clay to create imprints.**  Focus: **Pinching, rolling, and pressing techniques with control.**  **🖍️ Station 4: Rubbing & Stamping with Outdoor Textures**  Students use **crayons** to make **leaf and bark rubbings**.  Try **stamping with natural objects** (e.g., dipping pinecones, flowers, or leaves into paint and stamping onto paper).  Encourage **overlapping and colour mixing** to create interesting textures.  Focus: **Pressing gently, rubbing evenly, layering textures.** | |
| ART Session 4  Objective:  -I understand healthy eating and food hygiene.  - I can prepare fruit and vegetables (Fruit skewers for the hungry caterpillar) | WALT: choose healthy foods | | ✅ **Fruits (bananas, grapes, strawberries, apples, etc.)** ✅ **Child-safe knives & chopping boards** ✅ **Wooden skewers** ✅ **Handwashing station (soap, water, towels)** ✅ **Paper, colouring pencils, real food pictures/magazines for collage** ✅ **Paint, trays, cut vegetables (apples, peppers, celery) for printin** |
| ACTIVITY: Read ‘The Very Hungry Caterpillar’ by Eric Carle.  Discuss healthy vs unhealthy foods: *Which foods in the story are healthy? Why is fruit good for us?*  Talk about food hygiene: *Why must we wash our hands? Why do we need clean surfaces and utensils?*  Explain that students will be making fruit skewers inspired by The Hungry Caterpillar while learning about food preparation  **🍏 Station 1: Washing & Chopping Fruit**  Children learn how to **wash fruit properly** using cold water.  Demonstrate safe cutting techniques with **child-safe knives**.  Help them **chop soft fruits** (e.g., bananas, strawberries, grapes).  Discuss: Why do we wash fruit before eating? Why should we use clean utensils?  Focus: **Food hygiene, handwashing, knife safety.**  **🍉 Station 2: Making ‘Hungry Caterpillar’ Fruit Skewers**  Provide **pre-cut fruits** for children to carefully thread onto **wooden skewers** in the shape of a caterpillar.  Encourage patterns: Can you make a repeating colour pattern?  Add a **grape or strawberry** for the head and use **raisins or chocolate chips** for eyes.  Focus: **Careful threading, pattern-making, handling food safely.**  **🎨 Station 3: Designing a Healthy Eating Plate**  Children draw and colour a **‘Healthy Eating Plate’**, showing a balanced diet (fruit, vegetables, proteins, dairy, grains).  Discuss: What foods keep our bodies strong? What foods should we eat in small amounts?  Use **real food pictures** or **magazine cutouts** to create a collage.  Focus: **Recognising healthy foods and balanced meals.**  **🖍️ Station 4: Food Printing & Art**  Use **cut fruit and vegetables** (apples, peppers, celery) dipped in paint to make prints.  Encourage **pattern making** with different shapes and colours.  Ask: What textures do you see? How do different fruits and vegetables print differently?  Focus: **Exploring food through art while reinforcing healthy eating concepts.** | |
| ART SESSION 5  OBJECTIVE | WALT: create a healthy environment for worms. | | ✅ **Clear plastic containers or jars** (for wormeries) ✅ **Soil, compost, sand, and wet paper towels** (for layering) ✅ **Magnifying glasses** for worm observation ✅ **Trowels and gloves** for safely collecting worms ✅ **Decomposing leaves or food scraps** for adding to wormeries ✅ **Observation sheets** (for drawing/writing observations) ✅ **Videos or images of worms in nature** (optional) |
| ACTIVITY:  Discussion:  Ask the children: *What do you know about worms?* *What do worms do in the soil?*  Explain that worms play an important role in soil health by helping to break down organic material and make the soil rich for plants.  Tell the children that today, they will create their own wormery and observe how worms live and work in the soil  **Station 1: Creating the Wormery (Building the Layers)**  **Objective**: Teach children how to create the wormery and understand its function.  **Activity**:  **Materials**: Clear plastic containers or jars, soil, compost, sand, paper towels, and water.  Demonstrate how to **create the layers** inside the container:  Start with a layer of **soil** at the bottom.  Add a layer of **compost** (show that this is where the worms will feed).  Add a thin layer of **sand** to represent the underground environment.  Put a **wet paper towel** on top to provide moisture.  Students will **build their own wormery** following the layers.  **Outcome**: Students will understand how to set up the wormery and the importance of the different layers.  **Station 2: Collecting Worms**  **Objective**: Teach students how to safely collect worms and add them to the wormery.  **Activity**:  Provide children with **gloves** and **trowels** to gently collect worms from the garden or outdoor area.  Ensure that each child **adds a worm** to their wormery, carefully placing it on the compost layer.  Discuss: Why are worms important for soil? What do worms do when they are in the soil?  **Outcome**: Students will learn about how worms help plants grow and how to safely handle them.  **Station 3: Worm Observation**  **Objective**: Observe and record how worms behave in their new environment.  **Activity**:  Once the worms are added to the wormeries, provide students with **magnifying glasses** and **observation sheets**.  Ask students to **look closely** at the worms and write or draw what they observe.  What do the worms look like?  What do they do when they are in the soil?  How do they move?  If possible, use **videos or pictures** of worms in their natural environment to support observation.  **Outcome**: Students will develop observation skills and learn more about the behavior and anatomy of worms.  **Station 4: Worms and Soil – The Worm's Job**  **Objective**: Teach students the role of worms in enriching the soil.  **Activity**:  **Materials**: A sample of soil, compost, and some **decomposing leaves** or food scraps.  Show how **worms break down organic material** and explain how this helps make the soil healthy for plants.  Have students **explore the compost** and soil mixture to understand how worms help turn it into rich, fertile earth.  Students can **add some decomposing leaves** or food scraps to their wormery to observe how worms process the materials.  **Outcome**: Students will learn the role of worms in breaking down organic matter and making the soil healthy | |
| SCIENCE | | | |
| LEARNING OBJECTIVES:  -Talk about signs of spring / changes from winter to spring – spring walk.  -Understand the effect of changing seasons on the natural world around me  -Explore the natural world around me, making observations and drawing pictures of animals and plants  -Explore non-contact forces (gravity and magnetism) | | Humans (and animals)  -To know that we can group animals based on what they eat.  -To know that carnivores eat mainly meat and feeds of other animals.  -To know that herbivores feed off plants.  -To know that omnivores feed off both plants and other animals (meat)  o know that mammals have fur and are warm blooded.  -To know that mammals have live young and produce milk.  -To know that most reptiles can live in water but are born on land.  -To know that some reptiles live on land. To know that some animals are kept as pets.  -To know that animals that are not kept as pets are wild animals  -To name the parts of the body  -To know and name the 5 senses. | |
| Lesson objectives: | WALT and Activity | | Possible resource |
| Science Session 1:  Objective  To know that we can group animals based on what they eat | WALT | | ✅ **Animal and food picture cards** (for sorting) ✅ **Sorting hoops or a classification chart** ✅ **Tweezers, spoons, chopsticks, trays with pretend food (dried pasta, paper worms, rice, leaves, seeds)** ✅ **Outdoor checklist clipboards and pencils** ✅ **Paper plates, glue, food cutouts for meal plate activity** |
| ACTIVITY:  how pictures of different animals (e.g., lion, rabbit, owl, cow).   Ask: *What do these animals eat? How are they different?*   Introduce three groups of animals:  Herbivores – eat plants (e.g., cows, rabbits).  Carnivores – eat meat (e.g., lions, owls).  Omnivores – eat both plants and meat (e.g., bears, humans).   Use a sorting activity on the board to place animals into the correct group.  **🦁 Station 1: Animal Feasting Sorting Game**  Provide **animal picture cards** and **food picture cards** (e.g., grass, fish, fruit, insects, meat).  Students **match animals to their correct food source**.  Then, they sort the animals into **herbivores, carnivores, or omnivores** using sorting hoops or a chart.  Ask: Why do you think this animal eats this food?  Focus: **Recognising different animal diets and classifying them.**  **🦉 Station 2: Digging Like a Carnivore & Herbivore**  Provide tools to represent different animal feeding methods:  **Tweezers** (like a bird's beak picking worms).  **Spoons** (like a cow scooping up grass).  **Chopsticks** (like a predator catching prey).  Children use the tools to "hunt" for food in trays filled with different items (e.g., dried pasta, rice, hidden paper worms).  Discuss: Which tools worked best for each type of food? Why do animals have different teeth and beaks?  Focus: **Understanding how animals are adapted to their diet.**  **🐻 Station 3: Who Eats What? Outdoor Hunt**  Take students **outside** (or provide nature objects indoors).  Look for **clues about what animals eat**:  Leaves or grass (herbivores)  Feathers or bones (carnivores)  Nuts or berries (omnivores)  Provide **checklists** or **clipboards** for students to draw or write what they find.  Discuss: Which animals live near our school? What might they eat?  Focus: **Connecting learning to real-world environments.**  **🐰 Station 4: Make an Animal Meal Plate**  Provide **paper plates, food pictures, and glue sticks**.  Students **choose an animal** and create a meal plate for it.  Label the plate as **herbivore, carnivore, or omnivore**.  Share and explain their choices: Why did you pick these foods for your animal?  Focus: **Applying knowledge in a creative way.** | |
| Science Session 2:  Objective  To know that carnivores eat mainly meat and feeds of other animals. | WALT: | | ✅ **Animal skull/teeth pictures or models** ✅ **Sorting cards (animals, food items)** ✅ **Outdoor space for the predator-prey game** ✅ **Card, string, and scissors for ‘carnivore claw’ model** ✅ **Printed animal pictures for ‘Guess the Carnivore’ game** |
| ACTIVITY:  Begin with a mystery sound game: Play animal sounds (lion, wolf, eagle) and ask *What animal is this? What do you think it eats?*   Introduce the word carnivore – Explain that these animals eat mainly meat and hunt or scavenge for food.   Show pictures of carnivores (e.g., lions, tigers, owls, foxes) and ask:  *What do they have in common?* (Sharp teeth, claws, fast, strong)  *How do they get their food?* (Hunting, eating other animals)  **🦁 Station 1: Carnivore Teeth Investigation**  Provide **photos or models of carnivore, herbivore, and omnivore skulls/teeth**.  Ask: What do you notice about carnivore teeth? (Sharp for cutting meat)  Students sort **pictures of animals** into groups based on their teeth (carnivores vs. herbivores).  Challenge: Why do lions have sharp teeth, but cows have flat ones?  Focus: **Recognising how carnivore teeth are suited for meat-eating.**  **🦉 Station 2: Hunt Like a Carnivore! (Predator & Prey Game)** (Movement & Hunting Skills)  Play a **chasing game** outside:  Some children are **predators (carnivores)** (e.g., foxes).  Some are **prey (herbivores)** (e.g., rabbits).  Predators must try to "catch" (tag) prey.  After the game, discuss: How do carnivores catch food? What helps them? (Speed, claws, sharp teeth)  Focus: **Understanding how carnivores hunt and why they need to be fast.**  **🦅 Station 3: What Do Carnivores Eat? Sorting Activity** (Diet & Classification)  Provide **pictures of food items** (meat, fish, berries, leaves, nuts, insects).  Students sort **which foods carnivores eat and which they don’t**.  Challenge: Match animals to their **correct meal** (e.g., owls → mice, sharks → fish).  Focus: **Reinforcing that carnivores eat meat and other animals.**  **🐺 Station 4: Build a Carnivore Claw Model (D&T Activity)** (Understanding Hunting Adaptations)  Show how carnivores use **claws to catch prey**.  Children **create a simple ‘carnivore claw’ model** using card and string to show how claws help grip food.  Try using the **claws to pick up objects** (soft toy animals, small balls).  Discuss: How do claws help carnivores survive?  Focus: **Exploring how carnivores’ physical features help them eat meat** | |
| Science Session 3:  Objective  To know that omnivores feed off both plants and other animals (meat) | WALT: explore an animals diet | | ✅ **Food picture cards (plants, meat, seeds, berries, etc.)** ✅ **Magazines, colored paper, scissors, glue for collages** ✅ **Outdoor scavenger hunt checklists** ✅ **Large paper plates, cut-out pictures of food items** |
|  | ACTIVITY:  Start by showing pictures of different animals (e.g., bear, raccoon, crow, human).   Ask: What do these animals eat?   Introduce the word **omnivore** – Explain that omnivores **eat both plants and meat**.   Show examples of **omnivores**:  **Bears** (eat berries, fish, insects)  **Raccoons** (eat fruits, insects, small animals)  **Crows** (eat seeds, berries, small animals)   Ask: How are omnivores different from herbivores and carnivores? (They eat both plants and animals.  **🐻 Station 1: What Do Omnivores Eat? Sorting Activity**  Provide **pictures of food items** (berries, fish, meat, vegetables, nuts, seeds).  Students **sort the foods into two piles**:  Foods that omnivores **eat** (both plants and animals).  Foods that **herbivores** and **carnivores** would eat (plants and meat, respectively).  Match **omnivores** (e.g., bears, humans) to their **correct food**.  Focus: **Reinforcing the idea that omnivores eat both plants and meat.**  **🐦 Station 2: Omnivore Diet Art & Collage**  Provide **magazines, colored paper, scissors, glue, and a large sheet of paper**.  Students **create a collage** of foods that an omnivore might eat (plants and animals).  Label the items they included: What animal eats these foods?  Students then **draw an omnivore** (e.g., a bear, raccoon, or crow) eating their chosen foods.  Focus: **Creative thinking and understanding the diverse diet of omnivores.**  **🐾 Station 3: Omnivore Habitat Exploration (Outdoor Hunt)**  Take the children **outside** (or provide a nature-themed indoor area) to look for signs of **food sources** that omnivores might eat.  Look for **plants, fruits, seeds, insects, and small animals** (e.g., leaves, berries, bird nests).  Provide **checklists** for students to tick off or draw the food they find.  Discuss: What plants or animals could an omnivore eat in this environment?  Focus: **Connecting the food chain to real-life observations.**  **🍽 Station 4: Omnivore Plate (Creating a Meal for an Omnivore)**  Provide **paper plates, markers, glue, and cut-out pictures of different foods** (meats, vegetables, fruits, seeds).  Students **create a meal for an omnivore** by selecting and gluing foods they would find in an omnivore’s diet.  Ask: What makes this meal good for an omnivore?  Students explain why the foods they chose are important for an omnivore’s survival.  Focus: **Understanding how omnivores need both plant and animal-based foods** | |
| Science Session 4:  Objective o know that mammals have fur and are warm blooded.  -To know that mammals have live young and produce milk. | WALT: understand the characteristics of an animal | | ✅ **Samples of fur** (real or fake) ✅ **Toy animals** (mammals and reptiles, for warm-blooded activity) ✅ **Pictures of mammals and their babies** ✅ **Drawing materials** (crayons, colored pencils, paper) ✅ **Sorting animal pictures** (mammals, birds, fish, reptiles) ✅ **Sorting charts** |
|  | ACTIVITY.  Begin with a mystery mammal game: Show pictures of different animals (e.g., lion, dog, cow, bat) and ask:  *What do you think these animals have in common?*  *What do you notice about their bodies?*   Introduce the key characteristics of mammals:  Fur (or hair).  Warm-blooded (they can regulate their own body temperature).  Live young (they don’t lay eggs).  Produce milk (to feed their babies).  **🐺 Station 1: Mammal Fur Sensory Exploration**  Provide **samples of fur** (fake fur or real animal fur pieces) and **pictures of mammals**.  Ask students to **touch and feel the fur** and describe what it’s like.  How does it feel? (Soft, smooth, or rough)  Why do mammals have fur? (To keep them warm, protect their skin).  Discuss: Why do we need fur to stay warm?  Focus: **Exploring how mammals use fur for warmth and protection.**  **🦁 Station 2: Warm-blooded Animal Movement**  Set up a **temperature comparison activity**:  Show two **toy animals**, one that is **cold-blooded** (e.g., a reptile) and one that is **warm-blooded** (e.g., a mammal).  Let students **hold both toys** and explain the difference: Warm-blooded animals can **stay warm** even when it’s cold.  Discuss: Why do mammals have to stay warm?  Explain that **mammals control their body temperature** no matter how hot or cold it is around them.  Focus: **Understanding how mammals are different from cold-blooded animals.**  **🐼 Station 3: Mammal Babies & Milk**  Provide **pictures of mammal mothers with their babies** (e.g., a lion with cubs, a human mother with a baby, a cow with a calf).  Discuss the **mammal baby care**:  **Live young**: Mammals give birth to babies (they don’t lay eggs).  **Milk**: Mammals produce milk to feed their babies.  Have children **draw or color** a picture of a mammal mom feeding its baby.  Focus: **Understanding that mammals care for their babies by feeding them milk.**  **🐾 Station 4: Mammal Sorting Game**  Provide **pictures of different animals** (mammals, birds, reptiles, fish) and **sorting charts**.  Students **sort the animals** into categories: Mammals vs. non-mammals.  Focus on the key features of mammals:  **Fur or hair**  **Warm-blooded**  **Live young**  **Milk for babies**  Ask: Which of these animals are mammals? Why?  Focus: **Reinforcing the characteristics of mammals** | |
| Science Session 5:  Objective:  To know that most reptiles can live in water but are born on land.  -To know that some reptiles live on land. To know that some animals are kept as pets. | WALT: understand the needs of reptiles | | ✅ **Pictures or models of different reptiles** (turtles, snakes, crocodiles, lizards) ✅ **Materials for care chart** (paper, pencils, crayons) ✅ **Modeling clay or playdough** for reptile eggs ✅ **Toy reptiles** (plastic or stuffed) for movement activity ✅ **Sorting activity materials** (pictures of reptiles for sorting) |
|  | ACTIVITY:.  Show pictures of different reptiles (e.g., turtles, snakes, crocodiles, lizards).  Ask: *What do you know about reptiles?* *Where do you think they live?*   Introduce the key facts about reptiles:  Born on land but many can live in water (e.g., turtles, crocodiles).  Some reptiles live only on land (e.g., lizards, snakes).  Some reptiles are kept as pets (e.g., turtles, snakes, geckos).  **🐢 Station 1: Where Do Reptiles Live?**  Provide **pictures or models of different reptiles** (e.g., turtles, crocodiles, snakes, lizards) and ask students to **sort the animals** into two categories:  **Land reptiles** (e.g., lizards, snakes).  **Water reptiles** (e.g., turtles, crocodiles).  Discuss:  Why do some reptiles live in water and some on land?  What do reptiles need to live in water vs. on land?  Ask: Where do turtles spend most of their time? What about crocodiles?  Focus: **Understanding where reptiles live and how some can live in both environments.**  **🐍 Station 2: Reptiles as Pets**  Provide **pictures of reptiles** that are commonly kept as pets (e.g., turtles, snakes, bearded dragons).  Discuss:  What reptiles do we keep as pets?  How do we take care of reptiles? (habitat, food, water, etc.)  Have children **create a care chart** for a pet reptile. Include:  **What it eats** (e.g., leaves, insects, vegetables).  **Where it lives** (e.g., tank, outdoor enclosure).  **What it needs** (e.g., water, heat, space).  Focus: **Learning how reptiles are kept as pets and how to care for them.**  **🐊 Station 3: Reptile Life Cycle** (Understanding Birth & Growth)  Show pictures of **reptile eggs** and **baby reptiles** (e.g., baby turtles, snakes).  Discuss: How are reptiles born? What happens when they hatch?  Provide **materials for students to create their own reptile eggs**:  Use **modeling clay** or **playdough** to create small "eggs."  Afterward, students can **pretend to hatch** their eggs, revealing "baby reptiles."  Focus: **Understanding that reptiles are born on land (eggs), but some live in water as they grow.**  **🌍 Station 4: Reptile Movements**  Provide **large toy reptiles** (e.g., snakes, turtles, lizards).  Students will **move like reptiles**, practicing different movements:  **Slither like a snake**.  **Crawl like a turtle**.  **Walk like a lizard**.  Discuss: How do reptiles move differently from other animals?  Focus: **Understanding how different reptiles move in their habitats.** | |
| Science Session 6:  Objective  To know that animals that are not kept as pets are wild animals | WALT: explore what makes an animal a pet | | ✅ **Pictures of animal habitats** (forest, jungle, ocean, savannah, etc.) ✅ **Pictures of wild animals** (lions, tigers, whales, etc.) ✅ **Animal footprint stamps or pictures** ✅ **Art materials** (paper, colored pencils, crayons, markers) ✅ **Sorting cards or pictures** (wild animals vs. pet animals |
|  | ACTIVITY:.  Begin by discussing wild animals:  Ask: *What is a wild animal?*  Show pictures of animals that are commonly kept as pets (e.g., dogs, cats, rabbits) and ask: *Are these animals wild or pets?*  Show pictures of wild animals (e.g., lions, elephants, foxes, wolves) and ask: *Are these animals wild or pets?*   Explain that wild animals live in their natural environments, such as forests, jungles, oceans, or the savannah.   Emphasize the difference between wild animals and pet animals:  Wild animals are not kept at home and live in nature.  Pets are animals we care for at home.  **🐾 Station 1: Wild Animal Habitats**  Provide **pictures of different habitats** (e.g., forest, jungle, ocean, savannah, mountain) and **pictures of wild animals** (e.g., tigers, whales, wolves, elephants).  Ask students to **match** the animals to their correct habitats.  Where does a lion live? (Savannah)  Where does a whale live? (Ocean)  Where does a tiger live? (Jungle/Forest)  Discuss: Why do wild animals live in these places?  Focus: **Understanding that wild animals live in specific habitats in nature.**  **🐘 Station 2: Wild Animal Tracks**  Provide **pictures of animal footprints** or **footprint stamps** (e.g., lion, bear, rabbit, fox).  Have students **match the footprint** to the correct wild animal.  If possible, create a **footprint trail** (either drawn on paper or with stamps) for students to follow.  Students can **trace** the footprints and **guess** which wild animal they belong to.  Focus: **Recognizing signs of wild animals in nature.**  **🦁 Station 3: Wild Animal Art**  Provide **art materials** (colored pencils, crayons, markers, paper).  Ask students to **draw a wild animal** they have learned about. They can choose from the animals discussed during the lesson (e.g., lion, tiger, elephant).  As they draw, encourage them to think about:  Where does this animal live?  What does it look like?  Focus: **Expressing knowledge about wild animals through art.**  **🐅 Station 4: Wild vs. Pet Animal Sorting**  Provide **pictures of both wild and pet animals** (e.g., cats, dogs, lions, bears, hamsters, wolves, elephants, rabbits).  Ask students to **sort the animals** into two categories:  **Wild animals**  **Pet animals**  After sorting, discuss:  Why are some animals pets?  Why do some animals stay wild?  Focus: **Understanding the difference between wild animals and pets.** | |