Special Educational Needs (SEN)

HANDS-ON REPTILES

General points about this talk:

This is a fun interactive talk which includes the opportunity to touch some reptiles. This talk generally lasts 30 minutes and will take place in one of our classrooms. Please let us know if any of your children have mobility problems.

Talks are led by the keepers and may vary slightly between different staff members. This talk involves hands-on contact with the animals so you should discuss with your group how to touch animals and the importance of good hygiene.

The normal meeting point for this talk will be at the Education Meeting Point.

What we will cover in the talk:

From snakes to lizards, crocodiles to tortoises, reptiles are a very varied animal group. We talk about the things that they have in common (scales and cold blood) and the things that are different. We then get up close and personal with some examples from the snake, lizard and tortoise families and the children get the chance to touch and maybe (depending on the group) even hold them.

With each animal we will take a look at what that reptile eats, where they live and what they need to live as well as a simple look at their life cycles. Depending on the group we can make this more or less complicated.

Animals and plants we may include: We cannot guarantee which animals you will see during your talk but you will visit at least three of the following:

Royal python	Hermann's tortoise
Bearded dragon	Red footed tortoise

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Areas of the P Scale that this talk addresses:

P1 English, Geography, Physical Education, PSHE, Science Pupils encounter activities and experiences. Pupils show emerging awareness of activities and experiences

P2 English Geography Mathematics, Physical Education, PSHE, Science They react to new activities and experiences. Pupils begin to be proactive in their interactions They begin to show interest in people, events and objects [for example, briefly looking around in different indoor and outdoor environments] They accept and engage in coactive exploration [for example, feeling the textures of different items of clothing]. They cooperate with shared exploration and supported participation

P3 English, Geography, Mathematics, Physical Education, PSHE, Science Pupils begin to communicate intentionally: They request events or activities, they participate in shared activities, they explore materials in increasingly complex ways, they observe the results of their own actions with interest, they sustain concentration for short periods, they actively explore objects and events for more extended periods. They may respond to options and choices with actions or gestures.

P4 Speaking, Listening, Geography, PSHE They use single words, signs and symbols for familiar objects, and to communicate about events and feelings. Pupils demonstrate an understanding of at least 50 words, including the names of familiar objects Pupils extend the skills to help them explore the world. Pupils express their feelings, needs, likes and dislikes using single elements of communication

P5 Listening, Geography, PSHE, Science Pupils respond appropriately to questions about familiar or immediate events or experiences. They start to sort and classify objects in terms of simple features or properties. They maintain interactions and take turns in a small group with some support. Pupils combine two elements of communication to express their feelings, needs and choices. They join in discussions by responding appropriately (vocalising, using gestures, symbols or signing) to simple questions about familiar events or experiences. Pupils take part in activities focused on the anticipation of, and enquiry into, specific environments

P6 Speaking, Listening, PSHE, Science Pupils initiate and maintain short conversations using their preferred medium of communication. Pupils respond to others in group situations, playing or working in a small group cooperatively. Pupils recognise distinctive features of objects [for example, the features of living things in their environment, and know where they belong, for example, feathers on a bird, leaves on a tree]

P7 Speaking, Geography, PSHE, Science Pupils use phrases with up to three key words, signs or symbols to communicate simple ideas, events or stories to others: Pupils communicate their preferences about the physical/natural and human/made features of places. They are aware of their role in caring for their own environment. They show some consideration of the needs and feelings of other people and other living things. Pupils understand the scientific use of some simple vocabulary, such as before, after,

bumpy, grow, eat, move and can communicate related ideas and observations using simple phrases [for example, which food to give which animal]

P8 Speaking, Geography, PSHE, Science They link up to four words, signs or symbols. They show some understanding of environmental awareness and how it relates to their own lives and they express their views on features of the environment which they find attractive or unattractive. They treat living things and their environment with care and concern. Pupils show that they have observed patterns or regular changes in features of objects, living things and events

Areas of the new National Curriculum that this talk addresses:

Year 1

Animals, including humans:

- 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).

Non-statutory guidance: They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets. Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth). Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat.

Year 2

Living things and their habitats:

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including microhabitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Animals, including humans:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

Non-statutory guidance: Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things. Pupils should be introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals). They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals. Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest.

They could construct a simple food chain that includes humans (eg, grass, cow, human). They could describe the conditions in different habitats and microhabitats (under log, on stony path, under bushes); and find out how the conditions affect the number and type(s) of plants and animals that live there.

Pupils should be introduced to the basic needs of animals for survival. They should also be introduced to the processes of reproduction and growth in animals. Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy.

Year 3

Animals, including humans:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Non-statutory guidance: Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions. They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat.

Year 4

Living things and their habitats:

- recognise that living things can be grouped in a variety of ways
- recognise that environments can change and that this can sometimes pose dangers to living things.

Animals, including humans:

- construct and interpret a variety of food chains, identifying producers, predators and prey.

Non-statutory guidance: Pupils could begin to put vertebrate animals into groups, for example: fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects. Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.
Pupils might work scientifically by: comparing the teeth of carnivores and herbivores and suggesting reasons for differences.

Year 5

Living things and their habitats:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

Non-statutory guidance: Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences.

Year 6

Living things and their habitats:

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- Animals, including humans:
- describe the ways in which nutrients and water are transported within animals, including humans.

Evolution and inheritance:

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Non-statutory guidance: Pupils should build on their learning about grouping living things in year 4 by looking at the classification system in more detail.

Pupils might work scientifically by: observing and raising questions about local animals and how they are adapted to their environment; comparing how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels. They might analyse the advantages and disadvantages of specific adaptations, such as being on 2 feet rather than 4, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.

English overview and objectives: All of our topics can be used as a springboard to a number of literacy activities. Our talks specifically highlight spoken word objectives such as listening and responding to adults and peers; asking relevant questions to extend their understanding and knowledge; articulate and justify answers; maintain attention and participate actively, speak audibly and fluently, participate in discussions and many others. It can also be used as an introduction to a wide range of comprehensions, word reading and writing-transcription exercises.