

Key Stage 1 & Key Stage 2

TOUCH TABLES



General points about this talk:

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 skins, bones and other animal artefacts so you should discuss with your group about 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:

This talk is a great opportunity to handle a wide range of animal biofacts. From skulls to skins, bones and teeth this talk is the perfect introduction to different animals.

We have a huge range of animal items including shark and whale teeth, a giraffe skull and neckbones, a lion skull, kangaroo and leopard furs, red deer antlers, ostrich eggs and even rhino poo! Letting the children guide us as to what they would like to investigate, we discuss each artefact and then let the children touch and sometimes hold them. This is also a great opportunity to get your children practising their adjectives by describing each object!

Animals we may include:

You will not meet any live animals during this talk but will get the chance to touch a wide range of animal artefacts.



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)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Non-statutory guidance: 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) through games, actions, songs and rhymes. Pupils might work scientifically by: using their observations to compare and contrast animals, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.

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, grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.

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
- 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.

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). Pupils should compare animals in familiar habitats with animals found in less familiar habitats. Pupils might work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts.

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 environments can change and that this can sometimes pose dangers to living things
- Animals, including humans:
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey.

Non-statutory guidance: Pupils might work scientifically by: comparing the teeth of carnivores and herbivores and suggesting reasons for differences.

Year 6

Animals including Humans:

- describe the ways in which nutrients and water are transported within animals, including humans
- 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 from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function. Pupils might work scientifically by: observing and raising questions about local animals and how they are adapted to their environment.

