

Topic: Science	Year group	Term
Animals including humans	Year 1	Autumn 1 6 weeks

Background knowledge

Animals vary in many ways having different structures e.g. wings, tails, ears etc. They also have different skin coverings e.g. scales, feathers, hair. These key features can be used to identify them.

Animals eat certain things - some eat other animals, some eat plants, some eat both plants and animals.

Humans have key parts in common, but these vary from person to person. Humans (and other animals) find out about the world using their senses. Humans have five senses - sight, touch, taste, hearing and smelling. These senses are linked to particular parts of the body.

Common misconceptions

- Only 4 legged animals such as pets are animal.
- Humans are not animals
- Insects are not animals.
- All bugs or "creepy crawlies" such as spiders are part of the insect group.
- Amphibians and reptiles are the same.

Singing songs will enable the children to become confident with their different body parts (Head, shoulders knees and toes, One finger, one thumb keep moving, Hokey Cokey and If you are happy and you know it). The comparison of body parts provides a data handling opportunity. The senses provide a rich ground for investigation so may extend over weeks 2 and 3. There are opportunities to compare different textures using feely boxes or feely bags (available in science cupboard), smells (smell pots in the science cupboard) and sounds (kinder egg containers are ideal to put different objects in to sort sounds). There are lots of good ideas on the senses and animals in A creative approach to teaching science by Nicky Waller (copy in school). It would be useful to take the children out to see animals as part of this topic to a farm, pet shop or a zoo or arrange for animals to come into school through Zoolab etc. There are also lots of animal theme story books which could be used e.g. Rumble in the jungle, Commotion in the ocean, Cock-a-doodle do!, Creaturepedia (animals from all round the world) and Just Imagine.

What should I already know?

To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.

To talk about the things they have observed, such as plants, animals, natural and found

objects.

To develop an understanding of growth, decay and changes over time.

To show a concern for the environment and living things.

To look closely at similarities, differences, patterns and change.

To look closely at similarities and differences in relation to places, objects, materials and living things.

Talk about features of their immediate environment and how environments might vary from one to another.

National Curriculum Objectives / Key Skills	The Journey
<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals.</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>EYFS - The world</p> <p>Developing an understanding of growth, decay and changes over time (30-50)</p> <p>Shows care and concern for living things (30-50)</p> <p>Looks closely at similarities, differences, patterns and change. (40-60 months)</p> <p>They know about similarities and differences in relation to living things. (ELG)</p> <p>They make observations of animals and explain why some things occur and talk about changes. (ELG)</p> <p>I can name a variety of animals including fish, amphibians, reptiles, birds and mammals.</p> <p>I can classify and name animals by what they</p>	<ol style="list-style-type: none">1. Labelling the different parts of the human body. Compare size or colour of different body part.2. Introduce the five senses and recognise the different parts of the body associated with them. Start senses investigations developing descriptive vocabulary and sorting activities.3. Continue investigating the senses including a senses walk.4. Identify, group and sort animals according to their features.5. Recognise the structure and features of fish, amphibians, reptiles, birds and mammals.6. Group animals according to what they eat introducing the terms herbivores, carnivores and omnivores.

eat (carnivore, herbivore and omnivore).
 I can sort animals into categories (including fish, amphibians, reptiles, birds and mammals).
 I can name the parts of the human body I can see.
 I can link the correct part of the human body to each sense.

Scientific enquiry

observing closely, using simple equipment
 identifying and classifying
 perform simple tests.
 gathering and recording data to help in answering questions

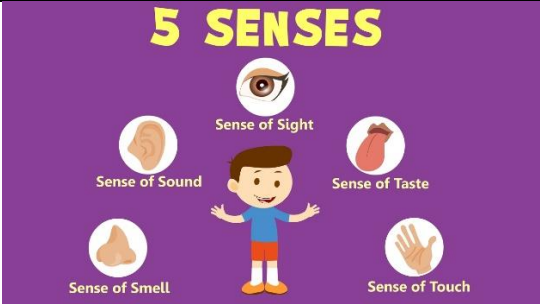


I can make simple observations using appropriate language to describe them.
 I can compare objects, materials and living things.
 I can sort and group objects according to their simple properties.
 I can carry out simple tests.
 I can suggest what I found out.
 I can use simple scientific language.

Outcomes

An overview of what children will know / can do

Working towards: I can name some parts of the human body. I can say which part of the body is linked with each sense and start to use appropriate vocabulary to describe them. I can group animals in different ways. I am starting to identify the features of fish, amphibians, reptiles, birds and mammals. I can group animals according to what they eat with support.
 Expected: I can label the key parts of the human body. I can say which part of the body is linked with each sense and talk about what I have found out about the different senses. I can use appropriate vocabulary to describe the different senses. I can group and sort animals according to their characteristics. I can identify the features of fish, amphibians, reptiles, birds and mammals. I can group animals according to what they eat using the terms herbivores, carnivores and omnivores.

Exceeding: I can label most parts of the human body. I can say which part of the body is linked with each sense and talk about what I have found out about the different senses confidently. I can use a range of appropriate vocabulary to describe the different senses. I can confidently group and sort animals according to their characteristics. I can identify the features of fish, amphibians, reptiles, birds and mammals and state how they differ from each other. I can group animals into herbivores, carnivores and omnivores and start to explain how the features of these animals differ.

Key Vocabulary	Timeline / Diagrams
<p>Names of the different body parts.</p> <p>Sense- The way in which the body finds out about the world around it. There are 5 senses; sight, hearing, taste, touch and smell.</p> <p>Mammals - mammals have hair or fur. They give birth to live young. Mammals produce milk for their babies.</p> <p>Fish- fish live in water. They have fins, scales and gills.</p> <p>Reptiles - reptiles have dry scaly skin. They lay eggs on land.</p> <p>Amphibians -amphibians live on land or in water. They lay eggs in water.</p> <p>Birds- birds have 2 legs, wings and feathers. They have a beak or bill and hatch from eggs.</p> <p>Herbivores- animals that eat plants.</p> <p>Carnivores- animals that eat other animals.</p> <p>Omnivores- animals that eat both plants and animals.</p>	  

Key people / places

STEM career ; Doctor, vet

Assessment questions / outcomes

1. Can you label the different parts of your body?
2. Can you point to the part of your body you use to see, taste, smell, hear and feel?
3. Can you describe how this object feels? Smells? Looks? Sounds?
4. Can you sort these animals into different groups?
5. How do you know this animal is a mammal? Reptile? Fish? Amphibian? Bird?
6. Name a herbivore, carnivore, omnivore. What do they eat?