



Science – Animals including Humans

Prior Knowledge

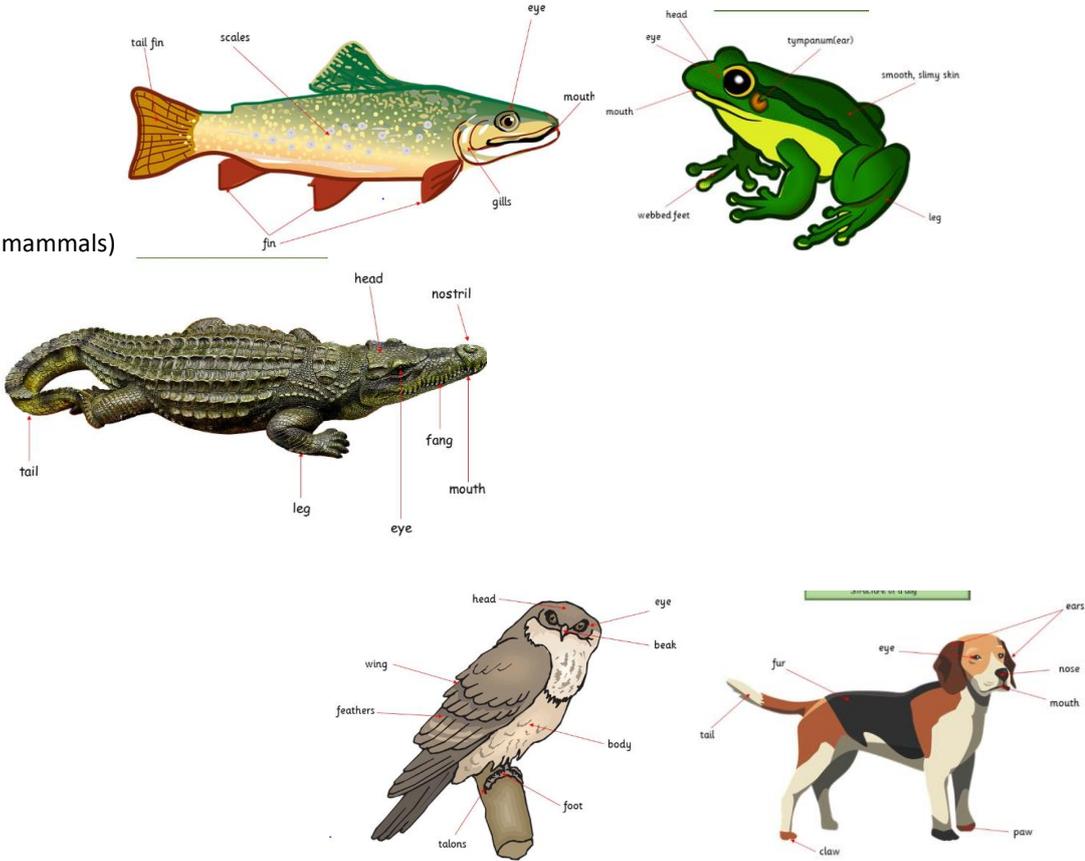
Use all their senses in hands-on exploration of natural materials. (Nursery - Humans)
 Name and describe people who are familiar to them. (Reception - Humans)

Year: 1
 Term: Spring

Key Knowledge:

Common Animals

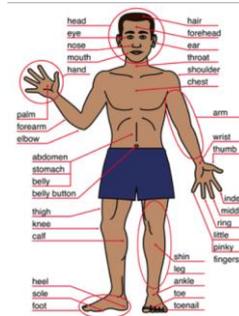
Children should explore and answer questions about animals in their habitat. They should understand how to take care of animals and the need to return them safely to their environment. Children should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets. Children should be able to identify a variety of common animals that are carnivores, herbivores and omnivores. Children should be able to compare the structure of a variety of common animals – (fish, amphibians, reptiles, birds and



mammals)

Parts of the human body

Children 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. They should be able draw and label these basic parts. They should be able to say which part of the body is associated with each sense.



Children should 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; and using their senses to compare different textures, sounds and smells.

Key Vocabulary

Prior vocabulary - Variety of animal names, pond, alive, life cycle, farm

Working scientifically key vocabulary – observe, test, record, equipment

Carnivore	Animals that eat other animals are called carnivores.
Herbivore	Animals that eat plants are called herbivores.
Omnivores	Animals that eat both plants and other animals are called omnivores.
Amphibians	Amphibians live on land and in water. They lay their eggs in water.
Reptiles	Reptiles live in water and on land. They have scales and are cold blooded. This means that they cannot keep warm by themselves and need to be in a warm place. They lay their eggs on land.
Mammals	Mammals usually have hair or fur. Mammal babies are born alive.
Fish	Fish live in water. They have fins instead of legs and gills instead of lungs. They lay their eggs in water.
Bird	A creature with feathers and wings, usually able to fly.
Insects	Insects have 6 legs. Their bodies are made up of 3 parts. Some have wings.
Growth	The growth of a person, animal or plant is the process of increasing in size.
Skeleton	The frame of bones supporting a human or animal body.

Key Questions:

1. Can I compare and contrast animals?

Children will sort and classify different animals including humans using similarities and differences from their observations. They will compare and contrast animals at first hand or through videos and photographs, naming them and describing how they identified and grouped them.

2. Can I place animals in the correct group?

Children will understand the different types of animals ((fish, amphibians, reptiles, birds and mammals, including pets) and use

Deepening and broadening the knowledge and understanding for GDS learners:

- understands why animals are grouped
- knows that all animals can be grouped into one of six groups - fish, amphibians, reptiles, birds, mammals and invertebrates
- knows that five groups of animals - fish, amphibians, reptiles, birds and mammals are called vertebrates (i.e. have a backbone) and knows that other animals are invertebrates (i.e. do not have a backbone)

the features of each group to identify a variety of animals from each group.

3. What do animals eat?

Children will use secondary resources to find out what animals eat, including talking to experts e.g. pet owners, zookeepers etc. and identify and name some animals that eat other animals, some that eat plants and some consume both (carnivores, omnivores and herbivores), grouping animals according to what they eat..

4. What are the main parts of the human body?

Children will learn how to identify the main parts of the human body including: (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

5. Why are my senses so important?

Children will be able to name the 5 senses and say which part of the body is associated with each sense. They will explore different sounds, sights and textures by investigating the senses and be able to talk about their findings from investigations using appropriate vocabulary e.g., "My fingers are much better at feeling than my toes" "We found that the crisps all taste the same."

6. Do the people with the biggest hands have the biggest feet?

Children will investigate parts of the body. For example they will take measurements of parts of their body, compare parts of their own body and look for patterns between people e.g. Do people with big hands have big feet?

- identifies some of the similarities and differences between the animals in the five vertebrate groups, e.g. all mammals produce milk, all birds have feathers
- knows that some vertebrates are cold blooded and some are warm blooded
- uses the terms herbivore, carnivore and omnivore correctly
- classifies an animal as being a carnivore, herbivore or omnivore by describing what it eats
- knows that herbivores are often prey for carnivores
- identifies the group that an animal belongs to by looking at its structure
- describes and compares the structure of less common animals
- names more of the parts of the human body including some internal organs, e.g. brain, heart, lungs, skeleton, muscles, stomach, intestines
- explains in simple terms the function of some of the human body parts
- talks about why the senses are important to humans (and other animals)
- describes what it would be like for a human if one of their senses did not function correctly, e.g. loss of sight, loss of hearing

Key Skills:

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.

Working Scientifically Skills:

- a. I can ask simple questions.
- b. I can use simple equipment to look very closely at things.
- c. I can test things in simple ways.
- d. I can group similar objects of items together.
- e. I answer questions in science by thinking about what I have seen.
- f. I can find information which helps me when I have to answer questions.

Future Learning

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. (Y2 - 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 microorganisms, plants and animals. (Y6 - Living things and their habitats)

Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats)