Science – Year 1

Animals, including humans

Are we all the same or are we all different?

Do all animals have the same senses as humans?

NC objectives - **areas of study**	End point of area of study	Vocabulary		
		Basic	Adventurous	Technical
• 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	Pupils are able to identify and name common animals including pets and can identify the group of animals they belong to. They understand and explain the terms carnivores, herbivores and omnivores and name some common animals that fit into these groups. Pupils identify and correctly name the different parts of the animal and begin to compare and describe observable differences. Identifying and labelling basic parts of the human body, they can name the senses and which part of the body is associated with that sense.	birds, fish, hear, touch, taste, smell, head, neck, ear, shoulder, hand, fingers, leg, foot, thumb, eye, nose, knee, toes, teeth, elbow, body, tail, skin, fin, hooves, feathers, fur, beak, paws.	claw, wing, sight, mouth, scales	amphibians, mammals, reptiles, carnivores, herbivore, omnivore,

Knowledge

Substantive Knowledge

- lesson 1
- LO To know the names of a variety of common animals.
- **Birds, fish, amphibians, mammals, reptiles**
- Know that a trout is an example of a fish; a frog is an example of an amphibian; a lizard is an example of a reptile; a robin is an example of a bird; a rabbit and a human are examples of a mammal and explore further examples of each animal type.

Disciplinary Knowledge

Working as a biologist- to study the life of animals and humans to develop skills of working as a vet and how animals are cared for.

Similarities and differences- pupils work as a scientist to make careful observations of animals and each other so that they can identify and describe observable differences, naming parts of the body and features correctly.

• Children are introduced to the different animal groups. They name common animals and are able to group them. Lesson 2 LO To know that animals can be herbivores, carnivores or omnivores. **Herbivores, carnivores, omnivores** • Know that herbivorous animals eat plants; carnivorous animals eat other animals; omnivorous animals eat both animals and plants • Know that a cat is an example of a carnivore; that a rabbit is an example of a herbivore; know that many humans are examples of omnivores (though not vegetarians) • Children are introduced to the key vocabulary of herbivore, carnivore and omnivore and are able to sort animals according to their diet. Think about should I care about all animals. Lesson 3 To know fish differ to other animals. **Fish, gills, fins, scales, tail** • Know that fish are different to other animals in having gills so that they can breathe underwater and scaly skin • Identify key features of fish- observation of pet fish/ pet shop visit? • Explore how they are the same and different to other animals studied. • Lesson 4 • To know how amphibians are different to other animals. • **Amphibians** • Know that amphibians are different to other animals in that they begin their lives with gills but then develop lungs and breathe on land • Name amphibians and identify their features and how they develop and change. • Lesson 5 • To know what reptiles are. • **Reptiles, claw** • **Know that reptiles are different to other animals in that they breathe air and have scaly skin** • Identify and name reptiles. Identify and explain what makes them different to other animals. • Lesson 6	Using research and first-hand experiences where possible, they observe differences between animals eg birds, fish, reptiles to allow them to describe similarities and differences. School visits, visitors into school, Big Bird Watch, **Evidence-** taking opportunities to observe animals in their habitat- zoo/wildlife park/ aquarium visit- they can observe and comment on the diets of different animals, backed up by research and information shared in the class. They will be able to observe fish and see how they breathe underwater.

- To know how birds differ to other animals.
- **Birds, wings, beak**
- **Know that birds are different to other animals in that they have feathers and wings**
- Name a variety of common birds and their features. What makes them differ so that we can name different ones? Take part in the great British Bird Watch? Visit to/ from RSPB
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- Lesson 7
- To know how mammals differ to other animals.
- **Fur, skin**
- **Know that mammals are different to other animals in that they have fur/hair and they feed milk to their young**
- Children name animals and their young, know how mammals differ to other animals studied.

  Lesson 8

  To know the name of different parts of the body.
- **Know that feet, legs, arms, hands, torso, head, skin, ears, eyes, nose, mouth and tongue are parts of the body and identify them**
- Children correctly identify and name parts of the human body.

  Lesson 9

  To know the five senses and the part of the body they are associated with.

  Sight hearing touch taste smell
- **Know that eyes are associated with sight, ears with sound, nose with smell, tongue with taste and skin with touch**
- Children identify the senses and name parts of the body each is associated with. Children explore using their senses.

  Respond to sensory feelings and be able to show it.
- **Know that science is a way to understand our world by carefully thinking about it and testing our guesses with observations and experiments (retrieval)**

Concepts

Biology	Chemistry	Physics	

SKILLS				
1. Compare	2. Explore	3. Identify	4. describe	5. classify
6. Question	7. observe	8. test	9. record	10. research

ASSESSMENT

KNOW MORE, REMEMBER MORE, DO MORE...

In this unit of learning, progress has been made when a learner knows more. This 'distance travelled' from the starting point is evidenced through them remembering more and doing more: in books, low stakes quizzes, retrieval, use of mind maps, answering the big question and being able to feel more confident about this unit.