



Subject: Science

Year group: 1

Term: Spring

Unit name: Animals including humans

Prior Knowledge - Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes. (Early Learning Goal)

Scientific enquiry

Classifying	Classify and name common animal types including amphibians, reptiles, fish, birds and mammals. Identify carnivores, herbivores and omnivores. Classifying the different senses and describing the organs that are used for each.
Observing over time	Recognising that young animals and humans grow into adults.
Pattern seeking	Animal diets when categorising by herbivore, carnivore and omnivore.
Comparative/fair testing	Comparison of the senses through simple tests.
Researching	Animal types through secondary sources.

National curriculum:

- 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.

Key vocabulary

Amphibian	Senses
Reptile	Sight
Bird	Hearing
Mammal	Taste
Fish	Touch
Herbivore	Smell
Omnivore	
Carnivore	

Assessment for learning

Recapping prior knowledge- beginning of unit- what do children already know?

Beginning of each lesson- focus on recall of previous learning (quick quizzes)

Key Learning- what will the children know by the end of the unit?

In this unit children will learn about the five groups that scientists use to classify animals – mammals, amphibians, fish, reptiles and birds. They will describe and compare the structure of different types of animal and identify and sort animals into the groups of herbivore, carnivore and omnivore, identifying animal diets. Children will be able



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to talk about the human body and label the basic parts. Children will understand they have five senses and be able to name these and associate each sense with a part of the body. They will perform simple tests to find out more about their senses.

<p>What are the common animals?</p>	<ul style="list-style-type: none"> • 5 different types of animal (classification skills) • Children to use their own experience of animals to help them classify. 	<ul style="list-style-type: none"> • Discuss the common features for each of the groups and sort animals accordingly. 	<ul style="list-style-type: none"> • Amphibians – Live in the water as babies and land as they grow older. They have smooth, slimy skin. • Birds – All birds have a beak, two legs, wings and feathers. • Fish – Fish live and breathe underwater. They have scaly skin, fins to help them swim and breathe through gills. • Mammals – Animals that breathe air, grow fur or hair and feed on their mother’s milk as babies. • Reptiles – All reptiles breathe air. They have scaly skin.
<p>Animal diets</p>	<p>Children will identify what animals eat using secondary sources and research techniques (with support and guidance). Children will be able to identify and classify animals into herbivores, carnivores and omnivores.</p> <ul style="list-style-type: none"> • Herbivore – Animals that eat only plants. • Carnivore – Animals that mostly eat meat. • Omnivore – Animals that eat a combination of meat and plants. 		
<p>The human body</p>	<p>Senses Children will perform simple tests to explore their 5 senses.</p>		