

Y1 Science – Animals, including Humans

Summer 2 – Paws, Claws and Whiskers / Autumn 1 – Me and My Town

NC Targets to be Covered:

Pupils should be taught to:

- 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.

Learning Ladders:

- I can describe parts of the human body.
- I know which parts of the human body are associated with each sense.
- I can identify and name the basic parts of the human body.
- I can recognise herbivores, carnivores and omnivores from the animals that I know.
- I can describe the terms herbivore, omnivore and carnivore.
- I can recognise, and describe, animals in their environment.
- I can describe the similarities and differences between fish, amphibians, reptiles, birds and mammals.
- I can name certain fish, amphibians, reptiles, birds and mammals.

Working Scientifically

1. I can ask simple questions and recognise that they can be answered in different ways.
2. I can observe closely, using simple equipment.
3. I can perform simple tests.
4. I can identify and classify.
5. I can use my observations and ideas to suggest answers to questions.
6. I can gather and record data to help in answering questions.

Key Vocabulary

- head, body, ears, eyes, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves
- names of animals featured first hand from each vertebrate group
- senses – touch, smell, see, taste, hear, fingers (skin), eyes, nose, ear and tongue

NB the children need to be able to name and identify a range of animals in each group e.g. name specific birds and fish. They do not need to use the terms mammal, reptiles etc. or know the key characteristics of each, although they will probably be able to identify birds and fish, based on their characteristics. The children also do not need to use the words carnivore, herbivore and omnivore. If they do, ensure that they understand that carnivores eat other animals, not just meat. Although we often use our fingers and hands to feel objects, the children should understand that we can feel with many parts of our body.

Week	Order of Study
1 (Autumn 1)	Start of unit quiz LI: I can name the basic parts of the human body. Type of Scientific Enquiry – Identifying and Classifying - What are the names for the parts of our bodies? Starter – Show children images of different body parts on the slides for them to match to the correct word. Discuss first and describe them – talk about what the different body parts look like and do. Then children to complete task independently on the sheet. Main lesson/Task – Tell the children we are scientists and scientists use different strategies to help them find out information. Show them the 5 types of enquiry and say we are going to be identifying and classifying today – show the symbol to them. Complete starter on sheet and then children to work in groups to label each other's body parts (head, neck, body, ears, eyes, mouth, teeth, leg, foot, hair, teeth).

	Children will make first-hand close observations of parts of the body e.g. hands, eyes (WS statement number 2) and will compare parts of their own body (WS statement number 5). Plenary – Recap the different body parts – ask children what they do. Exit task – name one of the body parts and point to yours. Resources needed: worksheet, labels for labelling body parts – provide labels with pictures next to the word for adaptive teaching Key terminology – head, neck, body, ears, eyes, mouth, teeth, leg, foot, hair, teeth, arm, finger, hand
2 (Autumn 1)	LI: I know which parts of the human body are associated with each sense. Type of Scientific Enquiry – comparative and fair testing – Is our sense of smell better when we can't see? Starter – Ask children if they know what the different senses are. If you need to, tell them there are 5. Talk about the senses. Ask: which part of our body do we use for them? Ensure children are aware that we don't just use our fingers/hands for touching and that you can touch things with other parts of your body. Main lesson – Tell the children we are scientists and scientists use different strategies to help them find out information. Show them the 5 types of enquiry and say we are going to be using comparative and fair testing today – show the symbol to them. Tell them the question are we going to explore: Is our sense of smell better when we can't see? How could we find the answer to this question? Task – Children to use blindfolds to smell different things (toothpaste, marmite, bbq sauce, essential oils) and try to guess what they are. Discuss how to make sure it is fair. Afterwards, smell them again with sight and see if they think they could smell them better before or now. Then use other senses: - Feely boxes - Jelly bean tasting - Going outside and listening to the sounds – what can they hear? - Going outside and using frames to focus on different things that they can see - Smells (toothpaste, marmite, bbq sauce, essential oils) Plenary – recap the 5 different senses and which body parts are used for which sense. Resources needed: blindfolds, feely boxes, jelly beans, frames for the children to use outside, toothpaste, marmite, bbq sauce, essential oils Key terminology – state change, melting, freezing, heating, boiling, solid, liquid End of unit quiz
1 (Summer 2)	Animals topic used White Rose planning adapted Start of unit quiz LI: I can identify and name certain mammals and birds. I can recognise, and describe, animals in my local environment. Big Question over the topic: Are all animals the same? Type of Scientific Enquiry – Research and identifying, classifying and grouping. Starter – Flashback 4 questions reviewing previous learning Main lesson – (First part=mammals) Show the children some different animals (mammals). What is the same? Explain that they all have fur. These animals are called mammals. Can you think of any? Show the children a range of different types of animals to identify which ones are mammals. Explain that some can

	be pets and some are wild. As a class, sort mammals into pets and wild mammals. Share working scientifically slide with the children to give them an opportunity to engage in scientific discussion linked to asking questions – children to ask questions about mammals and discuss how they might find the answer to them. Play guess the mammal (teacher to have pictures of different mammals for children to ask yes/no questions to try and guess which mammal it is). (Second part=birds) Show children a picture of a bird. Ask how are they different to mammals? Discuss a bird's features. Children to then identify birds. Discuss how penguins are different to other birds (have flippers and webbed feet). Discuss how some birds are too heavy to fly. Task – (First part=mammals) Draw a mammal that can be a pet and one that lives in the wild. (Second part=birds) Label the chicken. Then go on a bird hunt and as a class count how many there are. Before going, discuss the best way to count them (links to recording data part of working scientifically) Plenary – Discuss the results from the bird hunt. Resources needed: PowerPoint, worksheet, 1 teacher set of mammals picture cards Key terminology – mammals, birds, fur, pets, wild, hair, beak, wings, feathers
2 (Summer 2)	LI: I can identify and name certain fish and amphibians. Big Question over the topic: Are all animals the same? Type of Scientific Enquiry – Research and identifying, classifying and grouping. Starter – Flashback 4 questions reviewing previous learning Main lesson – (First part=fish) Show the children a fish and identify the features of a fish. Explain the purpose of them e.g. gills purpose is for breathing, fins help them to swim etc. Discuss how they are different to mammals and birds. Children to discuss their features and how they can be classified (linked to classifying working scientifically strand). Label a fish together as a class. (Second part=amphibians) Show children a frog. Teach the children that amphibians live on land and water. Discuss how they are different to fish. Identify some different amphibians. Task – (First part=fish) Match the fish to their names. (Second part=amphibians) Circle the amphibians. Then draw and label a frog. Plenary – Share the working scientifically slide (linked to classifying) children to discuss the physical features of a newt and how you can classify it into the animal groups. Resources needed: PowerPoint, worksheet Key terminology – fish, amphibians, tail, scales, fins, gills, webbed feet
3 (Summer 2)	LI: I can identify and name certain reptiles. LI: I can describe the similarities and differences between fish, amphibians, reptiles, birds and mammals. Big Question over the topic: Are all animals the same? Type of Scientific Enquiry – Research and identifying, classifying and grouping. Starter – Flashback 4 questions reviewing previous learning Main lesson – (First part=reptiles) Teach the children about reptiles – they can be big or small, some have no legs, some have hard shells, some are colourful etc but they ALL have dry scales. Share images of dry scales. Discuss how some live on land, some live in the water. Share working scientifically slide linked to making observations – children discuss how they know a crocodile is a reptile. Task – (First part=reptiles) Complete stem sentences then label a crocodile.

	(Second part=fact file) Children to make a fact file about an animal of their choice, ensuring to draw and label it and write 3 facts about it. Challenge for GD children – design their own animal and justify why it is a reptile etc. Plenary – Share fact files Resources needed: PowerPoint, worksheet, fact file information Key terminology – reptiles, scales, shell, previous terminology
4 (Summer 2)	LI: I can describe the similarities and differences between mammals, birds, fish, amphibians and reptiles. Big Question over the topic: Are all animals the same? Type of Scientific Enquiry – Research and identifying, classifying and grouping. Starter – Flashback 4 questions reviewing previous learning Main lesson – Reviewing learning – show pictures of different animals and ask children what the animal is and which category it is from. Children to use stem sentences proving why they are that animal. Share working scientifically slide with the children linked to classifying – can they discuss the physical features that can help them classify animals? Task – Children to group small figures of animals (or pictures) based on what type of animal they are. Encourage them to think about the particular features each type of animal has. Take photos for books. Plenary – Resources needed: PowerPoint, worksheet, small plastic animals or pictures of them. Key terminology – all previous terminology
5 (Summer 2)	LI: I can recognise herbivores, carnivores and omnivores from the animals that I know. LI: I can describe the terms herbivore, carnivore and omnivore. Big Question over the topic: Are all animals the same? Type of Scientific Enquiry – Research and identifying, classifying and grouping. Starter – Flashback 4 questions reviewing previous learning Main lesson – Teach children about what animals eat – carnivores eat other animals and herbivores eat plants. Sort some animals as a class into those groups. Then introduce some animals eat both – these are called omnivores. Then share different animals to discuss their diet. Task – Children to work in pairs (mixed ability). They will complete an animal sorting sheet using picture and fact cards about their diets. Photocopy to put in both books. Plenary – Discuss any the children found difficult or any misconceptions that arose. If children were all secure, can they 'prove' why they are correct? Resources needed: PowerPoint, worksheet, animal fact cards – 1 set between 2 Key terminology – carnivores, herbivores, omnivores, plants, meat End of unit quiz