



The Canons CE Primary School



Year 1 – Animals, Including Humans

Prior Learning	In Year 1	Future Learning
In the EYFS children will be taught to: • explore the natural world around them, making observations and drawing pictures of animals and plants • know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	In Year 1 children will be taught to: • describe parts of the human body • know which parts of the human body are associated with each sense • identify and name the basic parts of the human body • recognise herbivores, carnivores and omnivores from the animals that they know • describe the terms herbivore, omnivore and carnivore • recognise, and describe, animals in their local environment • describe the similarities and differences between fish, amphibians, reptiles, birds and mammals • name certain fish, amphibians, reptiles, birds and mammals.	In Year 2 children will be taught to: • recognise why hygiene is important and what they must do to be hygienic • describe what should be included in a human's balanced diet • describe the importance of exercise for humans • describe the basic needs of animals, including humans, for survival • identify what the basic needs are for animals, including humans, for survival • identify that animals have offspring which grow into adults. (<i>Animals, including humans</i>)
	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.	



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Famous Scientists	Common Misconceptions	Possible Evidence to be Secure
- Chris Packham - animal conservationist - David Attenborough	Some children may think: - only four-legged mammals, such as pets, are animals - 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.	Children can: - name a range of animals which includes animals from each of the vertebrate groups - describe the key features of these named animals - label key features on a picture/diagram - write descriptively about an animal - write a What am I? riddle about an animal - describe what a range of animals eat - play and lead 'Simon says' - during PE lessons, can follow instructions involving parts of the body - label parts of the body on pictures and diagrams - explore objects using different senses.



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Working Scientifically

National Curriculum Statutory Requirements

1. Ask simple questions and recognise that they can be answered in different ways.
2. Observe closely, using simple equipment.
3. Perform simple tests.
4. Identify and classify.
5. Use their observations and ideas to suggest answers to questions.
6. Gather and record data to help in answering questions.

Highlighted = main focus during this topic

Teaching Ideas – Different Types of Scientific Enquiry

Comparative and Fair Testing	Identifying and Classifying	Observation Over Time	Pattern Seeking	Research
Is our sense of smell better when we can't see?	How can we organise all the zoo animals? What are the names for all the parts of our bodies?	How does my height change over the year?	Do you get better at smelling as you get older?	Do all animals have the same senses as humans?

Teaching Ideas – How Pupils Could Work Scientifically

Teaching Ideas – Possible Evidence to be Secure

(Bracketed Number = National Curriculum Statutory Requirement Link)

- Make first-hand, close observations of animals from each of the groups. (2)
- Compare two animals from the same or different groups. (5)
- Classify animals using a range of features. (4)
- Identify animals by matching them to named images. (4)
- Classify animals according to what they eat. (4)
- Make first-hand close observations of parts of the body e.g. hands, eyes. (2)
- Compare two people. (5)
- Take measurements of parts of their body. (2, 6)
- Compare parts of their own body. (5)
- Look for patterns between people e.g. Do people with big hands have big feet? (5)
- Classify people according to their features. (4)
- Investigate human senses e.g. Which part of my body is good for feeling, which is not? Which food/flavours can I identify by taste? Which smells can I match? (3)

Children can:

- sort and group animals using similarities and differences (4)
- use simple charts etc. to identify unknown animals (5, 6)
- create a drawing of an imaginary animal labelling its key features (5)
- use secondary resources to find out what animals eat, including talking to experts e.g. pet owners, zookeepers etc. (6)
- use first-hand close observations to make detailed drawings (2)
- name body parts correctly when talking about measurements and comparisons e.g. "My arm is x straws long." "My arm is x straws long and my leg is y straws long. My leg is longer than my arm." "We both have hands, but his are bigger than mine." "These people have brown eyes and these have blue." (5)
- 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." (5)