

Year 1 Biological Science: Animals Including Humans
 (Identifying and Classifying Common Animals)

Unit 2

<p>Scientific Investigations:</p> <ul style="list-style-type: none"> - Identifying and Classifying Things 	<p>Scientific Skills Taught:</p> <p>ASK</p> <ul style="list-style-type: none"> - To explore the world around them - To ask their own questions - To find answers from books, photographs, videos (secondary sources) <p>CAPTURE</p> <ul style="list-style-type: none"> - To observe closely - To compare using simple features - To sort things using simple features - To notice patterns and relationships - To group things using simple features <p>DESCRIBE</p> <ul style="list-style-type: none"> - To explain what they found out - To talk about what they have seen - To use simple scientific language - To know there are different ways to answer
<p>Scientists:</p> <ul style="list-style-type: none"> - George Mottershead - founded Chester Zoo in 1931. 	

Prior Learning:

- EYFS: Healthy eating; staying healthy e.g., hygiene, exercise, cleaning teeth; human life cycles; mini beast hunts; animal life cycles e.g., butterflies, chickens, frogs; visiting Kirkley Hall/Washington Wetlands/Hall Hill Farm/Whickham Hermitage garden to see a range of animals and habitats.
- 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)

Curriculum	Learning Intention	Knowledge and Key Vocabulary
<p><u>Making links to previous learning and discuss the model (if needed)</u></p>	<p>What do you already know about animals including humans pre-assessment task?</p>	
<p><u>Knowledge and skills through investigations</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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 	<p>What are the basic parts of a human body?</p> <p>Labelling parts of the body. Name body parts Locate parts of the human body</p> <p>Which part of the body is associated with each sense?</p> <p>Name the 5 senses Relate the sense to body part</p>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> - Body -To name the body, head, hand, arm, foot, leg, chest, neck, face, shoulders, waist, elbow, knee. - Senses - To name the 5 senses and their body part (awareness of, although we often use our fingers and hands to feel objects, we can feel with many parts of our body)

<ul style="list-style-type: none"> - 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. <p>Notes and guidance (non-statutory)</p> <ul style="list-style-type: none"> - Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds, and mammals, including those that are kept as pets. Pupils 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. <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> - 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. 	<p>Explain how each sense is used Use simple equipment Make careful observations Begin to make simple conclusions Record and communicate findings.</p> <p>How can animals be grouped? To identify and name a variety of common animals including, fish, amphibians, reptiles, birds, and mammals in the context of naming animals. (Grouping) To group animals</p> <p>How are animals similar and different? Describe and compare observable features of animals from a range of groups.</p> <p>Can I sort animals into carnivores, herbivores, and omnivores? Use a table to sort and classify animals depending upon diet.</p>	<ul style="list-style-type: none"> - Animals – to know and name 3 animals from each of the vertebrate groups. - Animals – To know that animals vary in many ways and have different structures (wings, tails, ears etc). To name 3 different skin coverings. - To know that these key features can be used to identify them. - Animals – to know that animals eat certain things, some eat other animals, some eat plants, some eat both plants and animals. <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves - Names of animals experienced first-hand from each vertebrate group - Parts of the body including those linked to PSHE teaching - Senses – touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear, and tongue.
<p><u>Application and Assessment Activity</u></p>	<p>https://www.educationquizzes.com/ks1/science</p>	
<p>Thinking Deeper: Use reasoning cards to support year 1 in developing their reasoning skills in science. They will help children to think deeply and apply their learning, enabling teacher to assess and check their understanding. (https://www.twinkl.cl/resource/science-animals-including-humans-year-1-reasoning-cards-t-sc-2549775)</p>		

Links to other subjects:

- Subject Specific links –
 - Literacy non-chronological report on polar bears, new vocabulary, adjectives and comparing animals.
 - Maths: sorting activities and comparative language.
 - ICT: learning from activities and videos on IWB.
 - Geography: different animals living in different places.
 - Art & DT: drawing and labelling.
- Personal Development – climate change awareness.
- SMSC – good citizen, not to be wasteful and the impact humans can have on the environment.
- Cultural Capital – Discuss animals that may be more likely found in Britain and those found in other parts of the world.
- Careers – vet, doctor, nurse, zoologist, scientist
- British Values – to appreciate that animals should be cared for in the context of pets
- Equality – to appreciate that animals are different to one another as are humans