

Year 1

Animals including Humans

Background information

Animals vary in many ways having different structures e.g. wings, tails, ears etc. They also have different skin coverings e.g. scales, feathers, hair. These key features can be used to identify them.

Animals eat certain things - some eat other animals, some eat plants, some eat both plants and animals.

Humans have key parts in common, but these vary from person to person. Humans (and other animals) find out about the world using their senses. Humans have five senses - sight, touch, taste, hearing and smelling. These senses are linked to particular parts of the body.

Common misconceptions

- Only 4 legged animals such as pets are animal.
- 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.

Singing songs will enable the children to become confident with their different body parts (Head, shoulders knees and toes, One finger, one thumb keep moving, Hokey Cokey and If you are happy and you know it). The comparison of body parts provides a data handling opportunity. The senses provide a rich ground for investigation so may extend over weeks 2 and 3. There are opportunities to compare different textures using feely boxes or feely bags, smells and sounds (kinder egg containers are ideal to put different objects in to sort sounds). There are lots of good ideas on the senses and animals in A creative approach to teaching science by Nicky Waller (copy in Mrs B's room). It would be useful to take the children out to see animals as part of this topic to a farm , pet shop or a zoo or arrange for animals to come into school through Zoolab etc. There are also lots of animal theme story books which could be used e.g. Rumble in the jungle, Commotion in the ocean, Cock-a-doodle do!, Creaturepedia (animals from all round the world) and Just Imagine.

What children should already know/be able to do

To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.

To talk about the things they have observed, such as plants, animals, natural and found objects.

To develop an understanding of growth, decay and changes over time.

To show a concern for the environment and living things.

To look closely at similarities, differences, patterns and change.

To look closely at similarities and differences in relation to places, objects, materials and living things.

Talk about features of their immediate environment and how environments might vary from one to another.

Links to EYFS

EYFS - The world

Developing an understanding of growth, decay and changes over time (30-50)

Shows care and concern for living things (30-50)

Looks closely at similarities, differences, patterns and change. (40-60 months)

They know about similarities and differences in relation to living things. (ELG)

They make observations of animals and explain why some things occur and talk about changes. (ELG)

National Curriculum objectives	Children's objectives
<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals.</p> <p>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>	<p>I can name a variety of animals including fish, amphibians, reptiles, birds and mammals.</p> <p>I can classify and name animals by what they eat (carnivore, herbivore and omnivore).</p> <p>I can sort animals into categories (including fish, amphibians, reptiles, birds and mammals).</p> <p>I can name the parts of the human body I can see.</p> <p>I can link the correct part of the human body to each sense.</p>
<p><u>Scientific enquiry</u> observing closely, using simple equipment identifying and classifying perform simple tests. gathering and recording data to help in answering questions</p>	<p>I can make simple observations using appropriate language to describe them.</p> <p>I can compare objects, materials and living things.</p> <p>I can sort and group objects according to their simple properties.</p> <p>I can carry out simple tests.</p> <p>I can suggest what I found out.</p> <p>I can use simple scientific language.</p>

Assessment

- Can you label the different parts of your body?
- Can you point to the part of your body you use to see, taste, smell, hear and feel?
- Can you describe how this object feels? Smells? Looks? Sounds?
- Can you sort these animals into different groups?
- How do you know this animal is a mammal? Reptile? Fish? Amphibian? Bird?
- Name a herbivore, carnivore, omnivore. What do they eat?

Working towards ARE	ARE	Exceeding ARE
Working towards: I can name some parts of the human body. I can say which part of the body is linked with each sense and start to use appropriate vocabulary to describe them. I can group animals in different ways. I am starting to identify the features of fish, amphibians, reptiles, birds and mammals. I can group animals according to what they eat with support.	Expected: I can label the key parts of the human body. I can say which part of the body is linked with each sense and talk about what I have found out about the different senses. I can use appropriate vocabulary to describe the different senses. I can group and sort animals according to their characteristics. I can identify the features of fish, amphibians, reptiles, birds and mammals. I can group animals according to what they eat using the terms herbivores, carnivores and omnivores.	Exceeding: I can label most parts of the human body. I can say which part of the body is linked with each sense and talk about what I have found out about the different senses confidently. I can use a range of appropriate vocabulary to describe the different senses. I can confidently group and sort animals according to their characteristics. I can identify the features of fish, amphibians, reptiles, birds and mammals and state how they differ from each other. I can group animals into herbivores, carnivores and omnivores and start to explain how the features of these animals differ.

Key Vocabulary

Names of the different body parts.(see below)

Sense- The way in which the body finds out about the world around it. There are 5 senses; **sight, hearing, taste, touch and smell.**

Mammals - mammals have hair or fur. They give birth to live young. Mammals produce milk for their babies.

Fish- fish live in water. They have fins, scales and gills.

Reptiles - reptiles have dry scaly skin. They lay eggs on land.

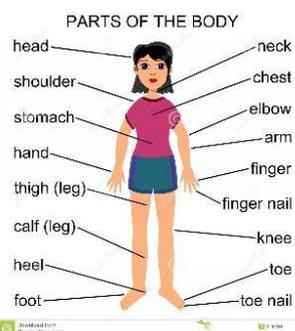
Amphibians -amphibians live on land or in water. They lay eggs in water.

Birds- birds have 2 legs, wings and feathers. They have a beak or bill and hatch from eggs.

Herbivores- animals that eat plants.

Carnivores- animals that eat other animals.

Omnivores- animals that eat both plants and animals.



Character opportunities	Possible future STEM Careers linked to unit
<ul style="list-style-type: none">• Working with care to look after nature• Respect and tolerance for those that may look different to ourselves• Ambition• Compassion and kindness investigate the impact of hearing and sight loss	<ul style="list-style-type: none">• Vet• Doctor• Herpetologist (studies amphibians and reptiles)• Marine Biologist• Wildlife photographer

Working Scientifically	Lesson Objectives	Suggested Main activity
<ul style="list-style-type: none"> ● Ask simple questions ● Observing closely ● Make comparisons ● Gather and record data 	<ul style="list-style-type: none"> ● To know the main parts of the human body ● To measure body temperature 	<ul style="list-style-type: none"> ● Label body parts on a diagram ● Compare size, colour of eyes size of feet, size of hand etc - make a chart comparing hand sizes ● (see here for suggestions) ● construct a bar chart with size of feet ● Using temperature strips, find out the temperature of the body ● Use stethoscopes to listen to heartbeat
<ul style="list-style-type: none"> ● Ask simple questions ● Observing closely ● Make comparisons 	Identify and name the parts of the body associated with each sense	Introduce the 5 senses and the body part associated with them. Go on a senses walk
<ul style="list-style-type: none"> ● Ask simple questions ● Observe closely ● Make comparisons and decide how to sort and group 	<ul style="list-style-type: none"> ● To understand the link between taste and the mouth and tongue ● To be able to identify familiar foods by taste ● To make accurate recording of data ● To know that we smell with noses ● To be able to identify some smells 	<ul style="list-style-type: none"> ● Blindfolded taste test (check for allergies) Complete photocopiable sheet of tongue with foods sampled ● Smelling substances in pots with hole in cover
<ul style="list-style-type: none"> ● Observe closely ● Make comparisons and decide how to sort and group ● Gathering and recording data ● Make comparisons ● Decide how to sort and group 	<ul style="list-style-type: none"> ● To know that we hear with our ears ● To be able to identify a variety of sounds ● To know that we see with our eyes ● To observe similarities and differences between people's eyes ● Investigate and record eye colour ● Know that skin is responsible for touch 	<ul style="list-style-type: none"> ● Ideas that could be included:- ● Identify musical instruments/other sounds inside or outside the classroom (see online for different sounds) ● Play I spy ● Pictogram of eye colour ● Use mirrors to observe eyes ● Visit from optician? look at some simple optical illusions (test for colour blindness) ● Use feely bags to identify objects/textures ● Look at fingerprints ● Investigate tickly spots ● <i>See BBC science Clips and KS1 bitesize</i> ● <i>See Pintrest for practical sensory ideas</i>

<ul style="list-style-type: none"> ● Ask simple questions ● Observe closely ● Make comparisons ● Gather and record data 	<ul style="list-style-type: none"> ● To name some common animals ● To group animals according to their characteristics ● To know the characteristics of mammals ● To identify humans as mammals 	<ul style="list-style-type: none"> ● Use local environment to look for animals in trees, on flowers under logs and stones etc. Record appropriately ● Possible link with seasons Autumn/Winter topic
<ul style="list-style-type: none"> ● Observe closely ● Make comparisons and decide how to sort and group 	<ul style="list-style-type: none"> ● To compare animal characteristics ● To group animals according to their characteristics ● To be able to give the main characteristic of mammals ● To 	<ul style="list-style-type: none"> ● Look at images of animals. Identify and discuss features of mammals. Select additional mammals from images of farm and wild animals
<ul style="list-style-type: none"> ● Close observations ● Make comparisons and deciding how to sort and group ● Begin to notice patterns and relationships 	<ul style="list-style-type: none"> ● To be able to identify a variety of meat and plant eating animals ● To sort animals according to their diet ● To use the terms carnivore, omnivore and herbivore correctly 	<ul style="list-style-type: none"> ● Listen to Little Red Riding Hood story. Compare images of animals and identify those with large canine teeth relating teeth to diet
<ul style="list-style-type: none"> ● Close observations ● Make comparisons and deciding how to sort and group ● Begin to notice patterns and relationships ● Make comparisons and deciding how to sort and group ● Begin to notice patterns and relationships 	<ul style="list-style-type: none"> ● To identify some features of birds ● To know and name some common birds and their habitats ● To observe and suggest similarities and differences between birds ● To suggest differences between animals and humans ● To identify the main body parts of a bird 	<ul style="list-style-type: none"> ● Compare images of birds ● Make a collection of feathers from different birds, observe closely with magnifying glasses ● Compile simple bird factfiles including unusual birds such as peacocks ● Watch video of birds in flight ● Label bird body parts
<ul style="list-style-type: none"> ● Ask simple questions ● Observe closely 	<ul style="list-style-type: none"> ● To identify and name a variety of animals including fish ● To know the main parts of a fish ● 	<ul style="list-style-type: none"> ● Compare images of common fish with unusual examples ● Group fish according to shape, size and colour ● <u>Visit to Morrisons Fish counter??or Aquatic department at Heighly Gate??</u> ● Label the main parts of a fish
<ul style="list-style-type: none"> ● Ask simple questions 	<ul style="list-style-type: none"> ● To identify the main features of amphibians 	<ul style="list-style-type: none"> ● <u>Visit from exotic animals handling??</u> ● <u>or Pets at Home??</u>

<ul style="list-style-type: none"> • Observe closely 	<ul style="list-style-type: none"> • To identify the main characteristics of reptiles 	<ul style="list-style-type: none"> • Order the life cycle of a frog
<ul style="list-style-type: none"> • Make comparisons and decide how to sort/group 	<ul style="list-style-type: none"> • To identify some common minibeasts 	<ul style="list-style-type: none"> • Match pictures of minibeasts with names • Sing songs relating to minibeasts • Play 'Beetle' to identify minibeast parts – children make up their own minibeast gameboards and choose which number on a die relates to each part