



Subject	Term	Unit
Science- Year 1	Spring	Animals including humans

Intent

At Hurst Hill, we nurture young scientists by fostering curiosity and developing strong scientific knowledge and enquiry skills. Children learn to investigate, observe and evaluate confidently, understanding how science shapes the past, present and future while building firm foundations for lifelong scientific learning.

Prior knowledge	National Curriculum
<ul style="list-style-type: none"> 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. 	<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 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

What?	To identify common animals and to know the 5 main categories of vertebrate (they don't need this term). To categories animals and to label parts of the human body.
Why?	This is the first building block of classifying creatures which thread throughout school- classification, food chains, evolution. Children need a firm foundation on which to build their knowledge.
How?	Through observation and measurement. Through discussion and collection of information.

Vocabulary

Reptiles	Animals that have a dry scaly skin and typically lay soft-shelled eggs on land.
Amphibians	Animals which breathe through gills and have cold blood.
Mammals	Animals which have hair or fur and feed their babies themselves.
Birds	Have feathers, wings, beak and typically can fly.
Fish	Has gills and fins. Lives in water.
Carnivores	Eats only meat
Herbivores	Eats only plants
Omnivores	Eats a mixture of plants and meat.
Senses	Something we use to help understand objects and feelings.
Beak	A bird's mouth.
Wings	Most birds use their wings to fly.
Arms	Two limbs which are at the top of the body.
Legs	Limbs which are used for walking.
Feet	Used to stand on. (Paws on other mammals)
Hands	Used to pick up things.
Senses	taste touch hearing sight smell

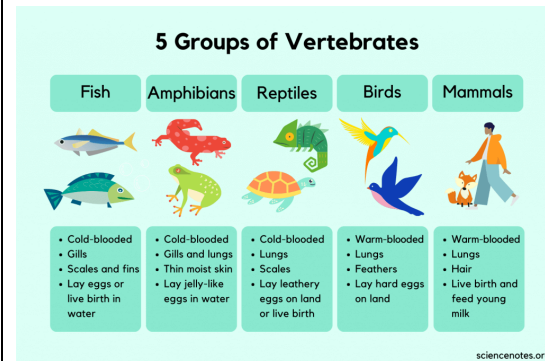
SOME CONCEPTS MAYBE BROKEN DOWN INTO MORE THAN ONE LESSON

Objective	Learning
Can I group mammals and birds?	<p style="text-align: center;">Identifying and classifying</p> <p>Birds: robin, owl, sparrow, woodpecker</p> <p>Mammals: cat, dog, horse, sheep</p> <p>Using pictures and video clips look at different types of mammals and birds. Are the children able to sort them into the different groups? Start to look at common characteristics of these animals.</p>
Can I group fish, reptiles and amphibians?	<p style="text-align: center;">Identifying and classifying</p> <p>Fish: goldfish, cod, shark, salmon.</p> <p>Reptiles: snake, lizard, crocodile</p> <p>Amphibians: frog, toad, newt</p> <p>Using pictures and video clips look at different types of mammals and birds. Are the children able to sort them into the different groups? Start to look at common characteristics of these animals.</p>

Can we say how the animals are similar and different?

Comparative Testing

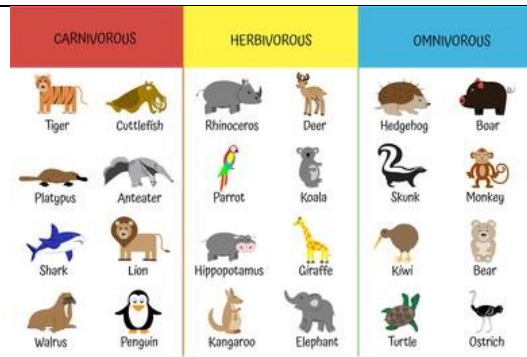
Label the structure of different animals- legs, feet, wings, hands, head, scales, beak, Using video and images to compare animals in and out of the same Classification. Building on the structure of the animals. Ask children to label the different groups with the features they have.



Can we see a pattern in the types of animals and what they eat?

Pattern Seeking

Identify what the animals eat e.g. straw, grass, plants, insects, other animals such as mice etc.
Talk about the meaning of each word. Classify the animals by what they eat (herbivore, omnivore, carnivore). Use charts to classify the animals.
Which groups of animals tend to be omnivores?

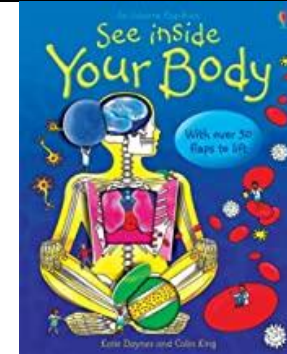
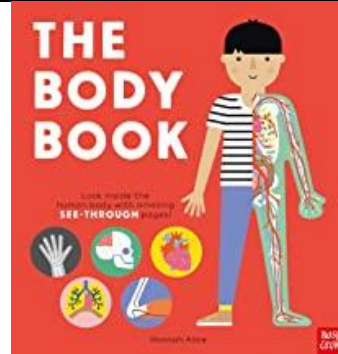
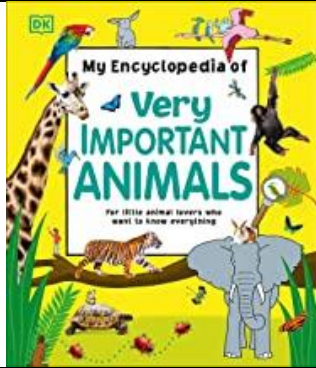


<p>Can we identify the parts of the human body?</p>	<p style="text-align: center;">Identifying and classifying</p> <p>Name and identify the parts of the human body.</p> <p>skin, head, neck, arms, elbows, arms, fingers, chest, stomach, legs, knees, feet and toes .</p> <p>Children could label each other with post it notes.</p> <p>Label a diagram in their book.</p>
<p>Can we describe the structure of the animals?</p>	<p style="text-align: center;">Identifying and classifying</p> <p>Beak, mouth, feathers, wings, legs (including amount), hair, scaly skin, fins, tail, webbed feet.</p> <p>Label and draw diagrams of different animals.</p> <p>Complete comparison charts and Venn diagrams to show the differences between humans and the other animals.</p>
<p>Can we understand which part of the body uses which sense?</p>	<p style="text-align: center;">Observing over time</p> <p>Explore the 5 senses- taste, touch, hearing, sight and smell in a carousel of activities.</p> <p>Which part of their body have they used for which sense?</p> <p>Explore different ways we use our body parts and how they are linked to our senses.</p>

Websites

<https://www.bbc.co.uk/bitesize/topics/z6882hv>

Recommended Reads



Golden Thread

Animals including humans