

# Y1 – Animals including humans

## Aspiration

Creativity – problem solving

## Partnership with parents

Community –

### Key Questions

- How could we group these animals? (fish, amphibians, reptiles, birds and mammals)
- Why did you group these animals together?
- What is a mammal/fish/reptile/amphibian/bird?
- Can you group these animals by their diet rather than their appearance?
- What do we call the group of animals that eat meat/plants/meat and plants?
- What do we call this part of the animals' body?
- What are the five senses?
- Which part of the body do we smell/taste/feel/see/hear with?

### Working Scientifically

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

### Also covered in:

- Y2 – Animals including humans
- Y3 – Animals including humans
- Y4 – Animals including humans
- Y5 – Animals including humans
- Y6 – Animals including humans

### By the end of this unit, the children will be able to:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- know 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.
- to ask an answer questions in different ways
- to use simple equipment to observe closely and use observations to suggest answers to questions

### Knowledge

- Know that animals are grouped into five categories which are fish, amphibians, reptiles, birds and mammals
- Vertebrates are animals with a backbone/spine and invertebrates are animals without a backbone/spine.
- Fish are animals that live in the water and breathe through gills, they often have fins and scales.
- Amphibians are cold-blooded animals which can live on land or in water and who breath with gills when young and with lungs as an adult - A frog is an example of an amphibian.
- A reptile is a vertebrate animal of a class that includes snakes, lizards, crocodiles, turtles, and tortoises. They are distinguished by having a dry scaly skin and typically laying soft-shelled eggs on land.
- Birds are warm-blooded egg-laying vertebrate animals distinguished by the possession of feathers, wings, a beak, and typically by being able to fly.
- Mammals are warm-blooded vertebrates of a class that is distinguished by the possession of hair or fur, females that secrete milk for the nourishment of the young, and (typically) the birth of live young.
- Become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.
- Name the main body parts of animals within each of the five groups – e.g. head, beak, wing, fins, tail, scales etc
- Group animals into the five categories using knowledge of the animals' habitats and body parts/adaptations.
- Name the main parts of the human body using a word bank - including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth
- Be able to use their senses to compare different textures, sounds and smells.
- Understand how to gather and record data from investigations and use this to help answer questions.

### Topic Specific Vocabulary

classify, group, class, category, fish, amphibian, reptile, bird, mammal, body parts e.g. fin, wing, tail, live young, patterns, diet, herbivore, carnivore, omnivore, plants, animals, senses, smell, taste, touch, sight, hearing, nose, tongue, body, skin, eyes, ears

### NC Subject content

- 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

### Subject Specific/Academic Vocabulary

This vocabulary should be explicitly taught in context. Other tier 2 words should also be explored as they are encountered.

#### Year 1

Environment, evidence, method, normal, resources, select, similar, task

#### Year 2

Data, evaluate, estimate, positive, research

### We are scientists

Audience: