



Year 1: Animals Including Humans



Kindness Enjoyment Achievement

<p>Key Concepts:</p> <p>Animals vary in many ways having different features 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.</p> <p>Animals eat certain things: some eat other animals (carnivores), some eat plants (herbivores) and some eat both plants and animals (omnivores).</p> <p>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.</p> <p>Humans have 5 senses- sight, touch, hearing, taste, smell. These senses are linked to particular parts of the body: sight: eyes, taste: tongue, hearing: ears, touch: skin (not just our fingers), smell: nose.</p> <p>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 to know the key characteristics of each, although they will probably be able to identify fish and birds based on their characteristics.</p>	<p>Types of Enquiry:</p> <p><u>Sorting and classifying:</u> Sort animals based on observable features & own criteria. What are the names for all the parts of our bodies? How can we organise the zoo animals? Compare 2 people.</p> <p><u>Fair/ comparative test:</u> Is our sense of smell better when we can't see?</p> <p><u>Use of secondary sources:</u> Find out what a range of animals eat. Find out about the features of different animals- use real animals, photos and books. How are the animals in Australia/ the Arctic different from the ones we find in Britain?</p> <p><u>Change over time:</u> How does my height change over the year?</p> <p><u>Pattern seeking:</u> Do you get better at smelling/ seeing as you get older? Do people with big hands have big feet? Investigate senses: which part of my body is good for feeling, which is not? Which flavours can I identify by taste? Which smells can I match?</p> <p>Working scientifically skills:</p> <p><u>Questioning:</u> Ask simple questions; recognise that they can be answered in different ways</p> <p><u>Observing:</u> Make first hand, close observations of animal from each of the groups. Compare 2 animals from the same or different groups. Describe</p>	<p>Vocabulary:</p> <table border="0"> <tr> <td>Head</td> <td>Senses:</td> </tr> <tr> <td>Body</td> <td>sight</td> </tr> <tr> <td>Eyes</td> <td>hearing</td> </tr> <tr> <td>Ears</td> <td>touch</td> </tr> <tr> <td>Mouth</td> <td>smell</td> </tr> <tr> <td>Teeth</td> <td>taste</td> </tr> <tr> <td>Leg</td> <td>tongue</td> </tr> <tr> <td>Tail</td> <td>eyes</td> </tr> <tr> <td>Wing</td> <td>nose</td> </tr> <tr> <td>Claw</td> <td>ears</td> </tr> <tr> <td>Fin</td> <td>skin/ fingers</td> </tr> <tr> <td>Scales</td> <td></td> </tr> <tr> <td>Feathers</td> <td></td> </tr> <tr> <td>Fur</td> <td></td> </tr> <tr> <td>Beak</td> <td></td> </tr> <tr> <td>Paws</td> <td></td> </tr> <tr> <td>Hooves</td> <td></td> </tr> <tr> <td colspan="2">Parts of body mentioned by PSHE/ SRE policy.</td> </tr> </table> <p>How it fits in with the rest of the curriculum:</p> <p>EYFS: Know about similarities and differences between places and living things. Identify different parts of body. Show care and concern for living things. Know the effects exercise has on bodies. Have some understanding of growth and change.</p>	Head	Senses:	Body	sight	Eyes	hearing	Ears	touch	Mouth	smell	Teeth	taste	Leg	tongue	Tail	eyes	Wing	nose	Claw	ears	Fin	skin/ fingers	Scales		Feathers		Fur		Beak		Paws		Hooves		Parts of body mentioned by PSHE/ SRE policy.	
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features of named animals. Take measurements of the parts of their body. Compare parts of their own body.

Identify and classify: Name a range of animals from each of the vertebrate groups by matching them to named images. Sort and group animals using own criteria. Classify animals by what they eat.

Testing:

Recording: Label parts of the body on pictures and diagrams. Write descriptively about an animal- perhaps a What am I ? riddle.

Y2: Know that animals including humans have offspring which grow into adults.

Know the basic stages in a life cycle for animals, inc humans

Find out and describe the basic needs of animals for survival (water, food, air)

Describe importance for humans of exercise, eating the right amounts of diff types of food and hygiene.

Y3: identify that animals need the right types and amount of nutrition, and they cannot make their own nutrition- they have to eat it.

Know how nutrients, water and oxygen are transported within animals and humans.

Know about the importance of a nutritious, balanced diet.

Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Know about the skeletal and muscular system of a human.