

## Lower School: Animals, including humans Spring 1 Year A

### What should I already know?

Year 1:

Explored the natural world, made observations and drawn pictures of some animals.

Year 2:

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Identify and name a variety of common animals that are carnivores, herbivores and omnivores.

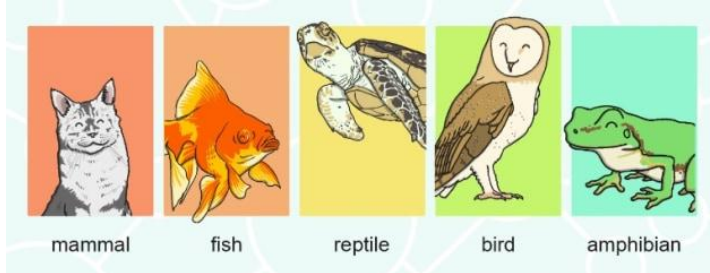
### Key Vocabulary

animal	an animal with fur or hair on its body
mammal	an animal that has feathers, wings and a beak
bird	an animal that lives in water which usually
fish	has fins, scales and gills
amphibian	an animal that lives on land and in water
reptile	an animal that has dry scales

### I am learning to...

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).

### Scientific diagrams



### Key misconceptions

Some children may think that animals cannot be in the same animal group because of their physical appearance.  
Some children may think all birds can fly.  
Some children may think fur and feathers are the same thing.  
Some children may use the term "fish" to describe all animals that live in water.

### Key skills - working scientifically

Asking simple questions and recognising that they can be answered in different ways  
Gathering and recording data to help in answering questions  
Identifying and classifying  
Using their observations and ideas to suggest answers to questions

### Key scientists

Dr Kelly Blacklock is a veterinary surgeon.



### What will I be learning next?

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