



Animals, including Humans – Year 1

<p>Essential Knowledge (End Points):</p>	<p>By the end of this unit of work the children will be able to:</p> <ul style="list-style-type: none"> • 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 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) 		
<p>Summary</p>	<p>Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study.</p> <p>Pupils should know that animals vary in many different structures e.g. wings, tails, ears etc. They also have different coverings e.g. scales, feathers and hair etc. These features can be used to identify them. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.</p> <p>Pupils should be taught that humans have key parts in common, but these vary from person to person. Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes. They should be taught that humans (and other animals) use their five senses to find out about the world around them- sight, touch, taste, hearing and smelling.</p>	<p>Vocabulary:</p>	<ul style="list-style-type: none"> • Amphibians - Amphibians live in the water as babies and on land as they grow older. They have smooth, slimy skin. • Birds - All birds have a beak, two legs, feathers and wings. • Fish - Fish live and breathe under water. They have scaly skin, fins to help them swim and they breathe through gills. • Mammals - Animals that give birth to live young. They breathe air, grow hair or fur and feed on their mother’s milk as a baby. • Reptiles - All reptiles breathe air. They have scales on their skin. • Carnivore - Animals that mostly eat other animals (meat) • Herbivore - Animals that only eat plants. • Omnivore - Animals that eat both plants and other animals. • Senses – The five main ways to interact with the world: sight, smell, touch, taste and hear.
<p>Prior learning/Understanding</p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and explain why some things occur and talk about changes. (Early Learning Goal)</p>	<p>Working Scientifically Skills coverage:</p>	<p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> • Using their observations to compare and contrast animals at first hand or through videos and photographs. • Classifying animals into different groups. • Grouping animals according to what they eat.

Future learning/Understanding	<p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. (Y2 - Living things and their habitats)</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. (Y6 - Living things and their habitats)</p> <p>Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats)</p>		<ul style="list-style-type: none"> • Use their senses to compare different textures, sounds and smells.
Suggested Activities/STEM Lab Opportunities	<p>Exploring our senses</p> <p>Labelling body parts of animals (including humans)</p>	Assessment tasks	<p>Teacher judgement assessment.</p> <p>Challenge questions to assess understanding.</p> <p>Topic web to assess understanding of vocabulary.</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> • Label key features on a picture/diagram of animals, including humans. • Sort and group animals using similarities and differences. • Classify animals using a range of features.
Key Local Links:	<p>Local wildlife park visit (Lake District Wildlife Park)</p> <p>Animal encounter visitor in school.</p>	Common Misconceptions:	<p>Some children may think:</p> <ul style="list-style-type: none"> • Only four-legged mammals, such as pets, are animals • 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.



Component Statements

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

Children will know:

- the names of different parts of the body – head, ear, eye, arm, elbow, hand, knee, nose, mouth, chest, finger, stomach, leg, foot and bones.
- that humans have five senses (smell, touch, taste, sight and hear)
- which body part is associated with each sense.

Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

Children will know:

- the name of a variety of animals including: fish, amphibians, reptiles, birds and mammals.
- how to classify animals based on their characteristics e.g. a dog is a mammal because it gives birth to live young and has fur.

Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals)

Children will know:

- that animals are structured differently
- all birds have a beak, two legs, wings, feathers and lay eggs, but not all birds can fly.
- amphibians live in water as babies and then on land when they are older. They have smooth, slimy skin.
- reptiles are cold blooded animals and breathe air. They have scales on their skin.
- most mammals give birth to live young.
- a fish has scaly skin, uses gills to breathe and lays soft eggs.

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

Children will know:

- carnivores mostly eat other animals (meat).
- herbivores only eat plants.
- omnivores eat both plants and meat.
- sort animals based on their diet.