

MTP – Science – Autumn 1



Topic	Why are humans not like Tigers? (Science Y1 Bog Baby)					
N.C Learning Objectives	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 human body is associated with each sense.					
Vocabulary	Amphibians All amphibians begin their life in water with gills and tails. Examples are frogs and newts.	Reptiles Reptiles are animals that are cold-blooded. Most lay eggs and their skin is covered with hard, dry scales.	Mammals Mammals are also warm-blooded animals. They breathe air and have a backbone.	Carnivore Mammals are also warm-blooded animals. They breathe air and have a backbone.	Herbivore A herbivore eats plants.	Omnivore An omnivore eats plants and meat.
Did you know?	The blue whale can produce the loudest sound of any animal.	The cheetah is the fastest animal to roam the earth with top speeds of 113 km per hour.	Tigers can grow up to a length of 3 metres and weigh up to 300 kilograms when fully developed.	Horses and cows sleep while standing up.	Dolphins use whistling, clicking and other sounds to communicate with each other.	
	LEARNING OBJECTIVE	STICKY KNOWLEDGE FACT	CORE LEARNING			
Lesson 1	We are learning to identify and name a variety of animals.	There are many different animals in our world. They can all be grouped in different ways.	<ul style="list-style-type: none"> Explore the term animals and types of animals e.g. 'wild animal', pets, farm, etc. Explain that animals are wild because it relates to an animal that has to find its own food, water and shelter. Explain that not all wild animals pose a danger to humans. Distinguish between those that do and those that do not. 			
Lesson 2	We are learning to identify what animals need to survive.	Animals need air, water, shelter and food to survive.	<ul style="list-style-type: none"> Find out which animals live in England and why certain animals would find it difficult to live in England. Explore: temperature; rainfall; open spaces; predators and prey. 			

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Lesson 3	We are learning to group animals by their characteristics.	Each group of animals have a different set of characteristics which identifies if they are a fish, amphibian, reptile, bird or mammal.	<ul style="list-style-type: none"> • Discuss common animals, including fish, amphibians, reptiles, birds and mammals by identifying their core characteristics. • Children to group animals by their characteristics.
Lesson 4	We are learning to explore why humans are animals.	Humans are mammals because they have hair and lungs, they are warm blooded and they can live on land or in water.	<ul style="list-style-type: none"> • Compare humans and animals. • Determine what group humans fit into. • Find out what certain animals can do that a human cannot, including senses.
Lesson 5	We are learning to identify, name, draw and label the basic parts of the human body.	There are so many different parts of the human body and each one has a different job to do.	<ul style="list-style-type: none"> • Features of the human body • Discuss senses and how humans use these.
Lesson 6	We are learning to identify and name a variety of common animals that are carnivores, herbivores and omnivores.	Plant eaters are herbivores, meat eaters are carnivores and animals that eat both plants and animals are omnivores.	<ul style="list-style-type: none"> • Discuss the difference between carnivores, herbivores and omnivores. • Work out which set each animal belongs to. • Ensure that the children understand that humans are omnivores.
Outcome	Create your own non-fiction book (Cross curricular with English non-fiction – two-week unit of work)		