



Unit Overview	Children will learn about lots of different types of animals and how they can be placed in to groups depending on different features they have. Children will learn about different classifications of animals and will be able to show how to group in different ways. Children will know that animals can be grouped depending on their body features, what they eat. Children start to name more complex parts of the human body.	
Prior Learning/ Links	<ul style="list-style-type: none"> EY - Recognise similarities and differences between different animals 	
Key Questions: What group of animals does this belong to?	Substantive Knowledge <ul style="list-style-type: none"> To know that vertebrates have a backbone and invertebrates don't. There are 5 different categories of vertebrates To understand that animals have similar features and can be classified as a group according to these features e.g. amphibians have scales and are cold blooded, birds have beaks, feathers, lay eggs To know that some animals only eat meat products and these are called carnivores. To know that some animals only eat plants and these are called herbivores. To know that some animals eat both meat products and these are called omnivores. To recognise and name the common body parts of a human including Neck, head, arm, elbow, legs, knees, face, ears, eyes, hair, mouth, teeth, nose, chin, cheek, shoulder, wrist, ankle, toes, fingers, chest. To know the five senses and the body parts associated with them. 	Disciplinary Knowledge <p>Questioning and planning</p> <ul style="list-style-type: none"> To ask simple questions and suggest how they could be answered. <p>Observation and measurement</p> <ul style="list-style-type: none"> Identify and name common animals: amphibians, fish, reptiles birds and mammals. <p>Recording and presenting</p> <ul style="list-style-type: none"> Sort animals into carnivores, herbivores and omnivores. Label diagrams with key parts of the human body and state which are linked to senses To present findings using text and diagrams. Use scientific language to present findings. <p>Analysing and evaluating</p> <ul style="list-style-type: none">
Vocabulary Substantive: Backbone Cold - blooded Environment Farm gills warm – blooded Temperature Pet Wild Disciplinary: Observe	Trips/ Visits/Useful Websites/ Resources https://www.stem.org.uk/resources/community/collection/12726/year-1-animals-including-humans https://www.bbc.co.uk/bitesize/topics/z6882hv	Key Misconceptions: Children find it difficult to distinguish between amphibians and reptiles. That a whale is a fish.



Science Unit Planner Year: 1

Title: Animals Including Humans

Change Record Group compare		
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