

# Practical Work: Supporting scientific enquiry

Year	1	Topic	Animals, including humans
<b>Curriculum objectives</b>			
<ol style="list-style-type: none"> <li>1. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>2. Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>3. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</li> <li>4. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ol>			
<b>Classifying</b>			
<ul style="list-style-type: none"> <li>• Classify animals they have seen/have first-hand experience of, choosing their own criteria to do so.</li> <li>• Classify animals based on physical structure.</li> <li>• Classify animals they have first-hand experience of based on what they eat (plants, other animals, both). (Complete this after the research.)</li> </ul>			
<b>Observing over time</b>			
<ul style="list-style-type: none"> <li>• Observe animals in the local environment throughout the year.</li> </ul>			
<b>Pattern seeking</b>			
<ul style="list-style-type: none"> <li>• Children generate questions for investigation such as: <ul style="list-style-type: none"> <li>▪ Do people with longer arms have longer legs?</li> <li>▪ Can more people identify prawn cocktail crisps than cheese and onion?</li> <li>▪ Do all animals with ..... have .....</li> </ul> </li> </ul>			
<b>Comparative/Fair testing</b>			
<ul style="list-style-type: none"> <li>• Can I taste the difference between different flavoured crisps/skittles/smarties?</li> </ul>			
<b>Researching</b>			
<ul style="list-style-type: none"> <li>• Use secondary sources to name animals seen in the local environment that they may not currently be able to name (e.g. birds: magpie, blackbird).</li> <li>• Research what animals they have first-hand experience of eat.</li> </ul>			