



Year	1	Topic	Animals, including humans
<ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</li> <li>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> </ul>			

Prior learning	Future learning
<ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials. (Nursery - Humans)</li> <li>Name and describe people who are familiar to them. (Reception - Humans)</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats)</li> </ul>

WHAT PUPILS NEED TO KNOW OR DO TO BE SECURE	
Show understanding of a concept using scientific vocabulary correctly	
Key learning	Possible evidence
<p>Animals vary in many ways having different structures e.g. wings, tails, ears etc. They also have different skin coverings e.g. scales, feathers, hair. These key features can be used to identify them.</p> <p>Animals eat certain things - some eat other animals, some eat plants, some eat both plants and animals.</p> <p>Humans have key parts in common, but these vary from person to person. Humans (and other animals) find out about the world using their senses. Humans have five senses – sight, touch, taste, hearing and smelling. These senses are linked to particular parts of the body.</p>	<ul style="list-style-type: none"> <li>Can name a range of animals which includes animals from each of the vertebrate groups</li> <li>Can describe the key features of these named animals</li> <li>Can label key features on a picture/diagram</li> <li>Can write descriptively about an animal</li> <li>Can write a What am I? riddle about an animal</li> <li>Can describe what a range of animals eat</li> <li>Can play and lead 'Simon says'</li> <li>During PE lessons, can follow instructions involving parts of the body</li> </ul>

<p style="text-align: center;"><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>• Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves</li> <li>• Names of animals experienced first-hand from each vertebrate group</li> <li>• Parts of the body including those linked to PSHE teaching (see <a href="#">joint document produced by the ASE and PSHE Association</a>)</li> <li>• Senses – touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue</li> </ul> <p><b>N.B.</b> The children need to be able to name and identify a range of animals in each group e.g. name specific birds and fish. They do not need to use the terms mammal, reptiles etc. or know the key characteristics of each, although they will probably be able to identify birds and fish, based on their characteristics.</p> <p>The children also do not need to use the words carnivore, herbivore and omnivore. If they do, ensure that they understand that carnivores eat other animals, not just meat.</p> <p>Although we often use our fingers and hands to feel objects, the children should understand that we can feel with many parts of our body.</p>	<ul style="list-style-type: none"> <li>• Can label parts of the body on pictures and diagrams</li> <li>• Can explore objects using different senses</li> </ul>
<b>Common misconceptions</b>	
<p>Some children may think:</p> <ul style="list-style-type: none"> <li>• only four-legged mammals, such as pets, are animals</li> <li>• humans are not animals</li> <li>• insects are not animals</li> <li>• all 'bugs' or 'creepy crawlies', such as spiders, are part of the insect group</li> <li>• amphibians and reptiles are the same.</li> </ul>	

Apply knowledge in familiar related contexts, including a range of enquiries

Activities	Possible evidence
<ul style="list-style-type: none"> <li>• Make first-hand, close observations of animals from each of the groups.</li> <li>• Compare two animals from the same or different groups.</li> <li>• Classify animals using a range of features.</li> <li>• Identify animals by matching them to named images.</li> <li>• Classify animals according to what they eat.</li> <li>• Make first-hand close observations of parts of the body e.g. hands, eyes.</li> <li>• Compare two people.</li> <li>• Take measurements of parts of their body.</li> <li>• Compare parts of their own body.</li> <li>• Look for patterns between people e.g. Do people with big hands have big feet?</li> <li>• Classify people according to their features.</li> <li>• Investigate human senses e.g. Which part of my body is good for feeling, which is not? Which food/flavours can I identify by taste? Which smells can I match?</li> </ul>	<ul style="list-style-type: none"> <li>• Can sort and group animals using similarities and differences</li> <li>• Can use simple charts etc. to identify unknown animals</li> <li>• Can create a drawing of an imaginary animal labelling its key features</li> <li>• Can use secondary resources to find out what animals eat, including talking to experts e.g. pet owners, zookeepers etc.</li> <li>• Can use first-hand close observations to make detailed drawings</li> <li>• Can name body parts correctly when talking about measurements and comparisons e.g. “My arm is x straws long.” “My arm is x straws long and my leg is y straws long. My leg is longer than my arm.” “We both have hands, but his are bigger than mine.” “These people have brown eyes and these have blue.”</li> <li>• Can talk about their findings from investigations using appropriate vocabulary e.g. “My fingers are much better at feeling than my toes” “We found that the crisps all taste the same.”</li> </ul>