

Science

Animals, including humans Y1

Remember when

Name some common animals (EYFS)

Sticky knowledge

Mammals give birth to live young and cannot breathe underwater.
 Fish have fins and scales, breathe underwater using gills and lay eggs.
 Birds have wings and beaks, feathers and lay eggs.
 Reptiles lay eggs, have scales and cannot breathe underwater.
 Amphibians lay eggs, live on land and water and can breathe underwater through gills.
 Animals have different parts such as wings, tails, ears, beak
 Animals have different skin coverings, fur, scales, feathers, hair.
 A carnivore is a meat-eating animal that gets its food from killing other animals.
 An omnivore is an animal that eats plants and meat.
 A herbivore is an animal that eats plants.

Key vocabulary

amphibians
 backbone
 birds
 carnivore
 cold-blooded
 herbivore
 invertebrate
 mammals
 omnivore
 pet
 reptiles
 vertebrate
 warm-blooded
 wild

National Curriculum

To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
 To identify and name a variety of common animals that are carnivores, herbivores and omnivores
 To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

Common Misconceptions

Some children may think that:

- 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.

LO	Knowledge and Skills	Lesson outline
Lesson 1 LO: To know how to look after a pet. Enquiry type: Research	Sticky Knowledge: A range of animals can be kept as pets. Pets need looking after in different ways. Skill: asking simple questions and recognising that they can be answered in different ways	Ask chn who has got a pet. Make a list of the different types of pets that children have. How do you care for a pet? What things do pets need? (Discuss this as a class) Children to create a check list of what you need to do / have to look after a pet. Does every type of pet need the same things? How could we find out what different pets need?
Lesson 2 LO: To know that animals have different characteristics Enquiry type: Grouping and classifying	Sticky Knowledge: Animals have different parts such as wings, tails, ears, beak Animals have different skin coverings, fur, scales, feathers, hair. Skill: identifying and classifying	Animal sort. Chn to have a range of different animals and sort them into different categories. 2 legs, 4 legs, feathers, no feathers, pets, wild, in the sea, on land, fly, can't fly Mixed ability groups. Chn to have a range of different pictures to sort under different categories. Categories keep changing so chn then have to select different animal to put in the categories. Why did you put that animal in that category? Where else could it go? What is the name of the animal? Could some go into more than one group?
Lesson 3 LO: To understand the different types of animals.	Sticky Knowledge: Mammals give birth to live young and cannot breathe underwater.	Thinking of all of the animals from the last lesson. Explain to the children about fish, birds, amphibians, reptiles and mammals. Chn to sort animals into the correct categories. LA sort animals into 5 different categories (birds, mammals, fish, birds, reptiles, amphibians).

<p>Enquiry type: Grouping and classifying</p>	<p>Fish have fins and scales, breathe underwater using gills and lay eggs.</p> <p>Birds have wings and beaks, feathers and lay eggs.</p> <p>Reptiles lay eggs, have scales and cannot breathe underwater.</p> <p>Amphibians lay eggs, live on land and water and can breathe underwater through gills.</p> <p>Skill: identifying and classifying</p>	<p>GD write the animals' features for each category (e.g., birds – feathers, wings)</p> <p>Discuss how we know how to identify animals. Children to I play yes / no game and got to guess what animal they have stuck on their head band.</p>	
<p>Lesson 4</p> <p>LO: To identify animals.</p> <p>Enquiry type: Observation</p>	<p>Sticky Knowledge:</p> <p>Mammals give birth to live young and cannot breathe underwater.</p> <p>Birds have wings and beaks, feathers and lay eggs.</p> <p>Skill: observing closely, using simple equipment</p>	<p>Laminated checklists of mammals/birds that could be found in local areas (include some silly ones like flamingos to check honesty!). Children tick animals they have seen. GD children to write down the animals and their category (e.g. seagull – bird).</p> <p>Have a walk around the school/local community to see which of these animals the children can spot. (visit East Park/West Park)</p> <p>Class discussion at the end of the lesson to check what animals have been found. Ask the children where they saw the animals to open further discussion (e.g. bird in tree – habitat / fly etc).</p>	
<p>Lesson 5</p> <p>LO: To understand the differences between carnivores, herbivores and omnivores.</p> <p>Enquiry type: Grouping and classifying</p>	<p>Sticky Knowledge:</p> <p>A carnivore is a meat-eating animal that gets its food from killing other animals.</p> <p>An omnivore is an animal that eats plants and meat.</p> <p>A herbivore is an animal that eats plants.</p> <p>Skill: identifying and classifying</p>	<p>Discuss different diets with the children – children to relate to what their pets eat and what they know animals etc (e.g. seen a bird in back garden eating a worm). Show David Attenborough videos of animals diets – use this to introduce correct terms (carnivore, omnivore and herbivore).</p> <p>Children sort animals by their diet into the three categories (carnivore, omnivore and herbivore).</p> <p>GD: Children add their own animals to each category.</p>	
<p>Lesson 6</p> <p>LO: To know that different types of animals eat different things.</p> <p>Enquiry type: Grouping and classifying.</p>	<p>Sticky Knowledge:</p> <p>A carnivore is a meat-eating animal that gets its food from killing other animals.</p> <p>An omnivore is an animal that eats plants and meat.</p> <p>A herbivore is an animal that eats plants.</p> <p>Skill: using their observations and ideas to suggest answers to questions</p>	<p>Children to show a card either red (carnivore), amber (omnivore) and green (herbivore) when an image of an animal is shown. To discuss as a class what each of the three above terms mean.</p> <p>Read “The Tiger who Came to Tea”.</p> <p>Children are given images of animals that are going to come to their house for children. Children state what they would give them for tea. Teacher to give false scenarios on board – e.g. giving a panda a beef burger (what is wrong with this tea? Why?)</p>	
<p>Working towards</p>		<p>End of unit assessment Working at Age related expectations</p>	<p>Working at a greater depth</p>