

Animals including humans: YEAR 1 SCIENCE MEDIUM TERM PLAN (6 weeks work)

**Year 1 NC Curriculum:**

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- 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 body is associated with each sense

**Year 2:**

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

**At the end of this science unit of work pupils will know and be able to use**

**Substantive Knowledge:** The five animal groups/classifications (mammal, reptile, bird, amphibian, fish), names of common animals within each animal group, characteristics and features of the different animal group (warm blooded, cold blooded, lay eggs, live babies, fur, scales etc), the parts of the human body (head, eyes, nose, mouth, ears, cheeks, chin, neck, shoulders, arms, elbow, hand, fingers, stomach, legs, thighs, knees, toes, feet), the five senses and which part of the body they link to (taste -mouth, smell -nose, hear- ears, sight-eyes, touch-skin).

**Disciplinary knowledge:** Classifying and identifying animals using the correct name of the animal classes (mammal, reptile, bird, amphibian, fish), comparison of mammals and birds, sorting information into a Venn diagram (features of a birds and fish, physical features of animals), label simple parts of a mammal, reptile looking closely at the diagram. Notice patterns with support (all mammals have fur, all birds have beaks,) group animals using simple physical features

**Understand the vocabulary** listed below – able to explain and discuss it without reading it from their science workbook. Extended writing: A Comparison of Mammals and Birds

The expectation is that ALL pupils can learn, explain, and write coherently about the aspects below.

**Trip and Visit:**

Reading of books at home and in school on animals, teaching of how to use the glossary and contents. Class reading challenge: books about animals.

**Previous Learning: Reception**

Name the names of common farm animals and house pets

In depth animals: owls, caterpillars, butterflies

Animal classes: birds, insects, fish

Children will have come across a range of different animals through different stories and poems.

**Misconception to be corrected**

- All birds can fly
- All animals lay eggs
- All animals have fur
- Everything is the same (just animals)

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Pupils will learn	Vocabulary pupils will learn	Writing using a genre/tables	Links to Y2 Learning	Fundamental principles and teaching techniques to ensure that work is of a high standard from all pupils
<p>Week 1: 2 hours</p> <p>Introduction to animals- Naming and identifying common animals</p> <p>Grouping / classifying animals</p>	<p>Animals, fur, beak, tail, wings, legs, spots, stripes, slimy, legs, scales, fur</p> <p>Dog, cat, horse, crocodile, octopus, frog, lizard, snake</p>	<p>Children name and identify common animals and discuss their physical features</p> <p>Children group animals together based on their physical features – group discussion</p> <p>Children sort the animals into a Venn diagram based on physical features: no fur and tail</p>	<p>Knowledge may be used when thinking about animal adaptations.</p>	<ul style="list-style-type: none"> <li>• Clear expectations for listening – repeating and learning the information. Clear bite-size instruction and explanation from the teacher using parts of video’s where appropriate.</li> <li>• Behave from all pupils is exemplary and comments are made on sitting and listening.</li> <li>• Bite sized chunks of knowledge making time for repetition discussion and rehearsing in pairs.</li> <li>• Emphasis on learning and exploring key vocabulary. Repetition in oral WORK AND INSISTENCE THAT THE CORRECT TERMS ARE USED IN WRITING.</li> <li>• Drafting process for tables and writing</li> <li>• Writing of date and modelling of key letters e.g. in January.</li> <li>• Demonstration and insistence on high standards of construction and presentation</li> </ul>
<p>Week 2 – 2 hours</p> <p>The key features of mammals</p> <p>The key features of reptiles</p> <p>Common mammals and reptiles</p>	<p>Mammals</p> <p>Hair, fur, warm blooded, live young, milk (mammary gland), sweat gland, human</p> <p>Reptiles</p> <p>Vertebrates, backbone, cold blooded, scales, eggs, live young,</p>	<p>Children list the key features of a mammal e.g. blood type, skin type, habitat etc.</p> <p>Children understand that a human is a mammal</p> <p>Children draw a simple sketch of their chosen mammal and label the key features. hair/fur, skeletons, live young etc.</p> <p><i>Repeat with Reptiles</i></p> <p>Children sort the pictures of animals into the table – reptiles or mammal</p>	<p>How animals features adapt based on their habitats.</p> <p>Common names of offspring to be revised and extended in year 2</p>	
<p>Week 3: 2 hours</p> <p>The key features of a bird</p> <p>The key features of fish</p> <p>The key features of amphibians</p>	<p>Birds –</p> <p>Warm blooded, eggs, beak, wings, feathers, two legs</p> <p>Fish-</p> <p>Cold blooded, eggs, fins, scales, gills,</p> <p>Amphibians-</p> <p>Cold blooded, lay eggs, moist skin, webbed feet</p>	<p>Children draw a sketch of a bird and label the key features. <i>Repeat with a fish.</i></p> <p>Children sort the statements into a venn diagram</p> <p>Children list the key features of an amphibian and create a mini fact file listing key information such as skin type, blood type, habitat etc. They write sentences to describe and list ‘facts’ about amphibians.</p>	<p>How animals features adapt based on their habitats.</p> <p>links to how animals are suited to their habitat</p>	

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<p>Week 4: 2 hours</p> <p>The similarities and differences between a mammal and a bird.</p>	<p>Comparison, compare, mammal, bird, key features</p>	<p>Children label a picture of a mammal and a picture of a bird with key features.</p> <p>Children produce a written comparison of the similarities and differences of mammals and birds (using the labelled diagrams to support). (Full English drafting process)</p>		<ul style="list-style-type: none"> <li>• Finger under words to copy words – insist accurate.</li> <li>• The vocabulary is broken down into the weekly learning, it is revised and used in writing</li> <li>• Pupils write their own vocabulary into their books putting their finger under the words to copy correctly.</li> <li>• End products – handwriting and colouring is beautifully presented.</li> </ul>
<p>Week 5: 2 hours</p> <p>Parts of the human body The five senses</p>	<p>Head, neck, chest, arms, legs, stomach, knees, elbows, hands, eyes, nose, mouth, ears, nose, hair, feet, human, body, senses, touch, smell, taste, sight, sound</p>	<p>Children identify parts of the human body on themselves and then label their diagram. Children name the five senses and complete a sense test. (What sense would I need to use to find the sweetest fruit?)</p> <p>Children match the sense to the body part</p>	<p>links to how human bodies need exercise</p>	