Science
Year 1 - Autumn 2 – Animals inc Humans

National Curriculum / End Point Statement
Animals inc Humans   • identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals   • identify and name a variety of common animals that are carnivores, herbivores and omnivores   • 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.   **Working Scientifically**   • asking simple questions and recognising that they can be answered in different ways   • observing closely, using simple equipment   • performing simple tests   • identifying and classifying   • using their observations and ideas to suggest answers to questions   • gathering and recording data to help in answering questions.

Step 1	Step 2	Step 3	Step 4	Step 5 (TAPS)	Step 6
Recap prior knowledge – EYFS animals WALT describe the similarities and differences between plants and animals	WALT name a variety of common animals	WALT identify and compare different animal groups	WALT identify carnivores, herbivores and omnivores	WALT identify and classify animals (Review)	
In Focus - https://explorify.uk/en/activities/odd-one-out/living-moving	In Focus - https://explorify.uk/en/activities/odd-one-out/say-cheese	In Focus – https://explorify.uk/en/activities/odd-one-out/baby-animals	In Focus – https://explorify.uk/en/activities/whats-going-on/muddy-meal	In Focus - https://explorify.uk/en/activities/zoom-in-zoom-out/creature-comforts	
Success Criteria					
I know what an animal is I know what a plant is I can name some differences between a plant and an animal	I can name different animals I can describe how they look	I can name different animals I can describe how they look I can use scientific vocabulary	I know what a carnivore is I know what a herbivore is I know what an omnivore is	I can name a variety of common animals including fish /amphibians /reptiles / birds/mammals. I can use observations to classify (into given scientific groupings	

Science
Year 1 - Autumn 2 – Animals inc Humans

I can name some similarities between a plant and an animal				*including animal groups or omnivore/herbivore/carnivore) I can explain how they are similar, e.g. birds have feathers, frogs go in the water and out of water, they are all mammals because they are hairy.*	

Suggested Outcome					
Children can explain what is the same/different between pictures of plants and animals.	*Children label/name a variety of animals.*	*Children sort/classify animals into the different animal groups.*	*Children know what a carnivore, herbivore and omnivore are and can identify animals for each category.*	*Children use their scientific skills to review their learning and categorise animals in a variety of ways.*	

Vocabulary	NC links
Fish (goldfish, cod, clown fish, shark), amphibians (frogs, newts, toads), reptiles (snakes, lizards, crocodiles) , birds (seagull, robin, parrot, penguin), mammals (human, dog, elephant, whale), carnivore, herbivore, omnivore, pets, head, neck, arms, elbows, legs, knees, hands, feet, body, face, hair, eyes, nose, mouth, teeth, ears, touch, taste, hear, see/sight, smell, texture, fin, tail, scales, gills, feathers, wings, beak, eggs.	*Geography – habitats (land, sea, sky)*

Key Learning
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. *Animals eat certain things - some eat other animals, some eat plants, some eat both plants and animals.* *N.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.*

Possible Evidence	Common Misconceptions
Can name a range of animals which includes animals from each of the vertebrate groups *Can describe the key features of these named animals* *Can label key features on a picture/diagram* *Can write descriptively about an animal* *Can write a What am I? riddle about an animal* *Can describe what a range of animals eat* *Can sort and group animals using similarities and differences* *Can use simple charts etc. to identify unknown animals*	*Some children may think:* *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.*

Science
Year 1 - Autumn 2 – Animals inc Humans

• Can create a drawing of an imaginary animal labelling its key features • Can use secondary resources to find out what animals eat, including talking to experts e.g. pet owners, zookeepers etc. • Can use first-hand close observations to make detailed drawings	

CPD opportunity
https://www.reachoutcpd.com/courses/lower-primary/humans-and-other-animals/

Useful Links
https://app.discoveryeducation.co.uk/learn/channels/channel/9a7b631d-c0cd-426a-a53a-fe87b2830167 https://www.bbc.co.uk/bitesize/topics/z6882hv

Animals, including humans

Early learning goal	• Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.
Year 1	• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • 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.