

Science

Year 1 - Summer 2 – Animals including Humans

National Curriculum / End Point Statement				
<p>Animals including Humans</p> <ul style="list-style-type: none"> 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 <p>Working Scientifically</p> <ul style="list-style-type: none"> 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. 				
Lesson 1	Lesson 2	Lesson 3	Lesson 4 (TAPS)	Lesson 5
Reactivate previous knowledge – Animals inc Humans; animal groups and herbivores/carnivores/omnivores WALT identify parts of animal’s bodies	WALT identify parts of the human body	WALT name and describe the 5 senses	WALT use observations and ideas to answer questions	WALT gather data to answer a scientific question. (Do people with big hands have big feet?)
In Focus - https://explorify.wellcome.ac.uk/en/activities/whats-going-on/seasons	In Focus - https://explorify.wellcome.ac.uk/en/activities/zoom-in-zoom-out/furry-ear	In Focus – https://explorify.wellcome.ac.uk/en/activities/odd-one-out/tongues	In Focus - https://explorify.wellcome.ac.uk/en/activities/what-if/we-couldnt-smell-things	In Focus - https://explorify.wellcome.ac.uk/en/activities/odd-one-out/in-your-eyes
Success Criteria				
I know the names of some animals I can describe the body parts of different animals I can name some body parts belonging to different animals.	I can tell you what body parts humans have. I can identify the body parts	I can tell you what the 5 senses are. I can name the parts of the body that can see. I can name the parts of the body that hear. I know which part of the body help me smell. I can explain which parts of the body I would usually use to decide how something feels.	I can observe carefully I can identify parts of the body and say which sense they are linked to.	I can gather data I can answer a scientific question

Science

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		I can name and talk about the part of the body that helps me taste.		
Suggested Outcome				
Children label different animals' body parts using key vocabulary. They take note of how the body parts have the same name but look different e.g. a leg	Children could use labels to identify parts of the body on a friend or they could work in groups and label the body parts after drawing around a friend on a large piece of paper.	Children can have a station for a different sense e.g. items in a bag to feel, things to smell, musical instruments etc... Children explain which parts of the body are associated with each sense.		Children could draw around their hand and their feet (or shoe if it is easier) and measure with cubes. Gather data as a class on the flipchart and answer the question posed.

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, pets, head, neck, arms, elbows, legs, knees, hands, feet, body, face, hair, eyes, nose, mouth, teeth, ears, senses, touch, taste, hear, see/sight, smell, texture, fin, tail, scales, gills, feathers, wings, beak, eggs.	PSHE PE Geography (habitat – land, sea, sky)

Key Learning	
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.	
Possible Evidence	Common Misconceptions
<ul style="list-style-type: none"> • Can play and lead 'Simon says' • During PE lessons, can follow instructions involving parts of the body • Can label parts of the body on pictures and diagrams • Can explore objects using different senses • Make first-hand close observations of parts of the body e.g. hands, eyes. • Compare two people. • Take measurements of parts of their body. • Compare parts of their own body. • Look for patterns between people e.g. Do people with big hands have big feet? • Classify people according to their features. • 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? 	<p>Some children may think:</p> <ul style="list-style-type: none"> • 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. • Humans only feel with their hands/fingers

Significant People

Science

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CPD opportunity

<https://www.reachoutcpd.com/courses/lower-primary/humans-and-other-animals/>

Useful Links

<https://www.bbc.co.uk/bitesize/topics/z9yyjcdm>

Animals, including humans

Early learning goal	<ul style="list-style-type: none">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	<ul style="list-style-type: none">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.