Year 1 – Animals Including Humans



|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| National Curriculum Outcomes: Knowledge   * 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 | | | | | | | | National Curriculum Outcomes: 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 | |
| Children might work scientifically by:  Using their observations to compare and contrast animals at first hand through videos and photographs, describing how they identify and group them. Grouping animals according to what they eat. Using their senses to compare different textures, sounds and smells. (*Taken from the National Curriculum*) | | | | | | | |
| Links to prior learning  **EYFS:** Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants. (Understanding the World) | | Links to future learning  **Year 2:** Identify and name a variety of plants and animals in their habitats, including micro-habitats. 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. 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.  **Year 3**: Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.  **Year 4**: Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Construct and interpret a variety of food chains, identifying producers, predators and prey.  **Year 5**: Describe the differences in the life cycles of a mammal, amphibian, an insect and a bird.  **Year 6**: Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics. | | | | | | | |
| Key Vocabulary  Fish, amphibian, reptile, bird, mammal, herbivore, carnivore, omnivore, arm, leg, head, hand, foot/feet, neck, finger, toe, see, sight, hear, taste, smell, touch, feel, skin, eye, ear, tongue, nose  *Note: children do not need to be able to independently use the words reptile, amphibian, fish, bird, mammal, herbivore, omnivore and carnivore to have met the expected standard.* | | | | | | Common Misconceptions   * Children often think that humans are not animals but something different * They may also think that ‘minibeasts’ such as bees, butterflies and spiders are not animals * Children can think that it is just our hands that are used for the sense of touch, rather than our skin | | | |
| Important Scientists  **Chris Packham** - Animal Conservationist  **David Attenborough** - Biologist | STEM Career Links  **Doctor** (works to keep people healthy and cure diseases)  **Nurse** (cares for patients and has a broad spectrum of responsibilities)  **Optician** (a doctor specialising in vision and eye health)  **Vet** (takes care of unwell animals)  **Zoologist** (studies animals) | | | | | Links to real life   * What is your favourite smell? * What is your favourite taste? * What do you have at home that feels soft and cosy? What feels rough? * What if we didn’t have one of our senses? * How can our senses keep us safe? * What animals do you have in your home? * What is your favourite animal? How is it similar to/different from you? | | | |
| Key knowledge/facts that the children need to know  Common animals can be sorted into carnivores, herbivores and omnivores by describing what they eat **\*Note - children do not need to be able to use the terms *carnivore, herbivore* and *omnivore* themselves to have met the expected standard\***  The features of common animals are:  Birds= Wings, beaks, feathers, claws. Fish = Scales, gills, tails and fins.  Amphibians = Live on land and water. Reptiles = Dry, scaly skins.  Mammals = Have fur or hair.  **\*Note - children do not need to be able to use the terms *bird, mammal, fish, amphibian* and *reptile* themselves to have met the expected standard\***  The basic parts of the human body are eyes, ears, nose, mouth, arm, leg, body, head, neck, feet and hands.(locate and label)  The nose is used to smell and taste, the ears are used to hear, the tongue is used to taste, skin is used to touch (feel) and the eyes are used to see. | | | | | | | | | |
| Suggested Enquiry Activities | | | | | | | | | |
| Identifying and Classifying   * Can we identify things using only our sense of taste? * How can we group and sort animals? * Which parts of my body are linked to which senses? * Sorting animals - amphibians, mammals, fish, birds, reptiles * Sorting animals with different features – i.e. four legs, 2 legs etc. * Sorting the farm/zoo animals * Which parts of my body are involved with my senses? Which sense do I use for \_\_\_\_? * Classify animals they have seen/have first-hand experience of, choosing their own criteria to do so. * Classify animals based on physical structure. * Classify animals they have first-hand experience of based on what they eat (plants, other animals, both). (Complete this after the research.) | | | Simple Comparative Testing   * If I am older, does it mean I am taller? * Can I taste the difference between different flavoured crisps/skittles/smarties? | Observation over Time   * Which birds visit our school grounds over the course of the day? (RSPB Big Schools Birdwatch link) * How is this different in different seasons? * Observe the changes in their height over the school year * Observe animals in the local environment throughout the year. | | | Pattern Seeking   * Are older children in our class taller? * The tallest person will have the biggest feet * The taller the person the bigger they jump * Children generate questions for investigation such as: * Do people with longer arms have longer legs? * Can more people identify prawn cocktail crisps than cheese and onion? * Do all animals with …… have ……? | | Research using Secondary Sources   * Do all animals have two eyes like us? * Read books about the seasons * Google search * Weather forecast – newsround * Compare the animals in Britain to a warmer country * What do different animals eat? * Find facts out about an animal of interest * What do I use my\_\_\_\_\_\_\_\_\_\_\_ for? * Use secondary sources to name animals seen in the local environment that they may not currently be able to name (e.g. birds: magpie, blackbird). * Research what animals they have first-hand experience of eat. |
| **National Curriculum Statements** | | | | | **Outdoor Learning Activities** | | | | |
| * 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. | | | | | Pupils use identification charts to name birds and mammals seen in the playground or local environment.  Pupils describe the features of birds and mammals seen in the playground or local environment.  Pupils use their senses to explore the outdoor environment. This may focus on using a particular sense to describe objects | | | | |

|  |  |  |
| --- | --- | --- |
| Wow Factor Experiences   * Carry out senses walks in contrasting settings * Create a senses carousel in which children have to use their senses in isolation to identify a range of objects/foods * Have a ‘taste test’ to identify flavours of crisps using just your sense of taste * Visit a farm, zoo, wildlife park or pet shop to make observations of real animals (Pets at Home do free workshops for children on caring for pets) * Invite in a visitor from Lion Leaner’s, Sam’s Safari or similar group to allow children to handle real animals * Take part in the RSPB Big Schools Birdwatch to investigate which different types of birds visit the school grounds. Results could be compared with national ones, or with other schools in similar or different areas * Find out if fish have fingers! Make observations of a real fish bought at a fish counter in a supermarket or local shop | | |
| Maths Links   * Measure and compare heights of children in the class using mathematical language such as *tall*, *taller*, *tallest* etc. * Sort animals into Venn or Carroll diagrams according to their features * Take part in the Big Schools Birdwatch, then create tally charts and bar graphs showing the results | Literacy Links   * Write a sensory poem explaining a walk around a park or the school grounds | Broader Curriculum Links  **Art:** Create large collages of different animals and create a class display  **Design Technology:** Create a healthy fruit kebab or salad |
| Story Links  Barry the Fish with Fingers – Sue Hendra Giraffes Can’t Dance – Giles Andreae  The Gruffalo – Julia Donaldson Superworm – Julia Donaldson  Dear Zoo – Rod Campbell My First Book of Garden Birds – Mike Unwin & Sarah Whittley  Peace at Last – Jill Murphy What the Ladybird Heard – Julia Donaldson  **Discussion about differences in the structure of animals can also be had at story time** when there is an animal character in the book being read. | | |
| Helpful Weblinks  Assessment exemplification (could also be useful with planning ideas) –<https://www.ase.org.uk/resources/y1-animals-including-humans-zeeshan>  Online CPD on this topic (free) - <https://www.reachoutcpd.com/courses/lower-primary/humans-and-other-animals/>  BBC Class Clips relating to this topic (useful videos) – <https://www.bbc.co.uk/bitesize/topics/z9yycdm>  RSPB Big Schools Birdwatch - <https://www.rspb.org.uk/fun-and-learning/for-teachers/schools-birdwatch/>  STEM Learning’s online resource library for Animals including Humans in Year 1 - <https://www.stem.org.uk/resources/community/collection/12726/year-1-animals-including-humans> | | |