

Brough Primary School – Curriculum Intention Plan 2023 - 2024



Subject: Science Year Group: Year 1/2		Area of learning: Animals Including Humans (Year B)
Links to previous work/Remember when	<ul style="list-style-type: none"> • Know 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, air, food). • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • Similarities and differences between living things (EYFS) • Observational drawings of the natural world (EYFS) <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways. • Observe closely, using simple equipment. • Use their observations and ideas to suggest answers to questions. • Gather and record data to help answer questions. • Identify and classify. 	
Term	Year 1/2	Key Skills to be taught
Autumn 1 2023 What the children should know at the end of this series of lessons		<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 including fish, amphibians, reptiles, birds and mammals – including pets. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • begin to observe closely, using simple equipment; • begin to identify and classify • begin to use observations and ideas to suggest answers to questions

Vocabulary

Birds, fish, reptiles, mammals, invertebrates, group, classify, carnivores, herbivores, omnivores, habitats, fur, hair, legs, teeth, wings, beak, claws, fins, tail, scales, water, 'cold blooded' & 'warm blooded' (May be brought up during conversation),

Sequence of learning	Objectives and teaching sequence
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1&2	<p>i). Identify and name a variety of common animals (including fish, amphibians, reptiles, birds and mammals – including pets) WS – Begin to observe closely, using simple equipment.</p> <ul style="list-style-type: none"> ● Include in this work the opportunity for the children to sketch different animals and label the similarities and differences. (ART LINK) ● This is also an opportunity to have a look around the school grounds to see what living things are around and what evidence can be seen of living things. <p>Wk 1 learning the animal classification names, then naming and sorting animals into relevant groups.</p> <p>SS taught 12.9.23 by JH (PPA)</p>
3	<p>i). Identify and name a variety of common animals that are carnivores, herbivores and omnivores. WS – Begin to identify and classify.</p> <ul style="list-style-type: none"> ● Children might agree they can't use the number of eyes an animal has to help them, explaining why, but they can use features like if an animal has fur or if it has feathers, giving an explanation for their choice.
4&5	<p>i). Describe and compare the structures of common animals (including fish, amphibians, reptiles, birds and mammals – including pets) WS - Begin to observe closely, using simple equipment. <i>Note – this objective could quite easily be covered using pictures/video clips)</i> WS - Begin to use observations and ideas to suggest answers to questions.</p> <ul style="list-style-type: none"> ● Discussions should centre on external features and structure, not internal such as bones. So you might say a dog has fur and hair covering its skin, has 4 legs, eats meat and is therefore a carnivore, and is a mammal.
6	<p>ASSESSMENT TASK – Photograph identification quiz. Should be a short activity which includes animals of different groups and different feeding habits to test the learning undertaken.,</p>

Learning Outcome/product

Children will be familiar with the names of different types of animals and be able to use the terms carnivore, herbivore and omnivore. They will be able to identify and classify known animals within these groups (including pets) giving reasons for their choices.

Assessment records

List only those children who have not achieved the expected outcomes.

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End of unit assessment question
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E.g. How do we use the structure of different animals to help us classify them as herbivores, carnivores and omnivores and identify them as for example a fish rather than a mammal?
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