

Brough Primary School – Curriculum Intention Plan 2024 - 2025



Subject: Science Year Group: Year 1		Area of learning: Animals Including Humans
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	Key Skills to be taught
Autumn 1 2024 What the children should know at the end of this series of lessons	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 including 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><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

Brough Primary School – Curriculum Intention Plan 2024 - 2025



Vocabulary

Animal, plant, mammal, fish, bird, amphibian, reptile, similarities, differences, nutrition, herbivores, carnivores, omnivores, head, mouth, shoulder, arm, hand, fingers, foot, eyes, nose, ears, chest, abdomen, knee, toes, see, hear, touch, smell, taste.

Sequence of learning	Learning Objectives/Outcomes	Suggested lesson outline
1 Start your discussion using the zoom in zoom out 'Creature Comforts' from Explorify looking at a small bird.	<p>Learning objective:</p> <p>I can identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals.</p> <p>Key knowledge:</p> <p>There are five different animal groups – fish, amphibians, birds, reptiles and mammals. Begin to use features of the different groups to group and identify them.</p> <p>Enquiry Type:</p> <p>Identify and classify.</p>	<p>Recap – Start your lesson with a pre-assessment task, asking the children to draw a human and label the parts of the body that see, hear, smell, touch and taste. Ask if the children have a favourite animal and of so, what is it.</p> <p>Different Animal Groups</p> <p>Children meet the names of the five different animal groups and begin to think about what makes them different – e.g. fish living in water, and having gills, scales and fins. You could use this You Tube video to help you. https://www.youtube.com/watch?v=VXJTE96VZ-g</p> <p><i>Children use the vocabulary of the five different animal groups to help them sort out the animals they are given in a cut and stick activity. As a challenge activity the more able could complete an odd one out activity – using simple words to explain their choices.</i></p>
2	<p>Learning objective:</p> <p>I can describe and compare the structure of a variety of common animals including fish, amphibians, reptiles, birds and mammals – including pets.</p> <p>Key knowledge:</p>	<p>Recap – In the last lesson we learnt that we can group animals in five ways. Show them the group names and ask if they can remember any animals that would go in each group.</p> <p>Describing and comparing</p> <p>Spend plenty of time looking at pictures of groups of three animals. Discuss what they have that is the same and</p>

Brough Primary School – Curriculum Intention Plan 2024 - 2025



	<p>Similarities are things that are the same, and differences are things that are not the same. Knowing what is the same and what is different about how animals look, how they move and what covers their skin.</p> <p>Enquiry Type: Identify and classify.</p>	<p>what they have that is different. Encourage the children to use the correct terminology – e.g. fur and warm blooded etc.</p> <p><i>Children look at the pairs of animals they are given and then write firstly the name of the group they belong to, then identify two things that are the same and two things that are different. As a next step, children could explain what might happen if a bird had no wings.</i></p>
3	<p>Learning objective: I can identify and name a variety of common animals that are carnivores, omnivores and herbivores.</p> <p>Key knowledge: Animals that eat just plants are called herbivores. Animals that eat just meat are called carnivores. Animals that eat plants and meat are called omnivores.</p> <p>Enquiry Type: Identify and classify.</p>	<p>Recap – Ask the children to tell you the names for the five different animal groups. What can they remember about each of them? Draw a picture of your favourite animal and what it likes to eat.</p> <p>Herbivores, Carnivores and Omnivores</p> <p>Look at a range of animals belong in the three different groups. Spend plenty of time discussing what animals belong in each group and why. Link this to animals that the children know as pets.</p> <p><i>Children look at animals in an independent activity and write which group they belong to. Some children could give both their nutrition type and a brief explanation.</i></p>
4	<p>Learning objective: I can identify, name, draw and label the basic parts of the human body.</p> <p>Key knowledge:</p>	<p>Recap – What parts of the body do we know?</p> <p>Parts of the body</p> <p>Ask the children to read or listen and match the names of body parts to their location on a picture or member of the class. With the class sing heads, shoulders, knees and toes as a way to</p>

Brough Primary School – Curriculum Intention Plan 2024 - 2025



	<p>Being able to label or indicate where we find the head, mouth, shoulder, arm, hand, fingers, foot, eyes, nose, ears, chest, abdomen, knee, toes.</p> <p>Enquiry Type:</p> <p>Begin to observe closely, using simple equipment;</p>	<p>involve all children in this activity. Play a few guess what I am activities, so for example, I have toes attached – a foot etc.</p> <p><i>Children draw a picture of themselves and label the different parts of the body. This could be written using a word bank or done as a cut and stick activity.</i></p>
5	<p>Learning objective:</p> <p>I can identify which part of the human body is used for each sense.</p> <p>Key knowledge:</p> <p>We see with our eyes; we hear with our ears; we touch with our fingers; we smell with our noses and we taste with our tongue.</p> <p>Enquiry Type:</p> <p>Begin to observe closely, using simple equipment.</p>	<p>Recap – What parts of the body do we know? Partner talk. Sing heads, shoulders, knees and toes again.</p> <p>The five senses</p> <p>Either in the classroom or outside in the school grounds, ask what the children can see, hear, smell and touch in a location. Ask them what they have tasted today.</p> <p><i>Children work in pairs and describe one of the senses to each other, while their partner guesses what is being described. Children complete an activity matching the pictures of body parts with the sense name.</i></p>
6	<p>Learning objective:</p> <p>I can compare humans.</p> <p>Key knowledge:</p> <p>We might have the same body parts, but we are also all different. We have different shapes noses, different eye colour and different size</p>	<p>Recap – Can we still match the body part names to their location on the human body. Get the children to touch each place as you name them for a quick formative assessment.</p> <p>Similarities and Differences</p> <p>Discuss how we are all different and how we are all still the same. Get the children to state what the similarities</p>

Brough Primary School – Curriculum Intention Plan 2024 - 2025



	<p>feet, but we are also all the same because we all have noses, eyes and feet.</p> <p>Enquiry Type:</p> <p>Begin to observe closely, using simple equipment.</p>	<p>and differences are between a few of their class mates.</p> <p><i>Children work in pairs to identify what is the same and what is different between them. Children draw a picture of themselves and a best friend/ They label things that are different and things that are the same.</i></p>
7	<p>Learning objective:</p> <p>To demonstrate what has been learnt about animals including humans.</p>	<p>ASSESSMENT LESSON</p> <p>Children complete a short summative assessment task to judge what they have learnt and retained about this topic.</p>

Learning Outcome/product

During this unit of work, children will learn about different common animals and be able to discuss their features using scientific language such as feathers, beak, scales, fins etc. They will begin to identify similarities and differences between different animals. Children will also look at the diets of different animals and compare these. Finally, children will focus on humans, identifying body parts and linking these to senses as well as discussing the similarities and differences between humans.

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