WOODVALE PRIMARY ACADEMY

Year	1	SCIENCE	Animals, including Humans 1 All About Me- What is special about me/ humans?

Pupils should be taught to:
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Prior Learning

UTW- Explore the natural world around them, describing what they see, hear and feel whilst outside.

Future Learning

- **Notice that animals, including humans, have offspring which grow into adults. (Y2)**
- **Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Y2)**
- **Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Y2)**
- 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. (Y2 - Living things and their habitats)

What Pupils Need To Know Or Do To Be Secure

Key Substantive Knowledge

- 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.
- Identify the different parts of the human body and explain what they are used for
- Know the basic parts of the eye and their functions
- Understand that our ears allow us to hear and tell us the direction sound is coming from
- Understand that our tongue allows us to taste and describe a range of different flavours
- Understand that our skin helps us to feel
- Know that our nose allows us to smell and that our sense of smell helps to keep us safe
- **SCIENTIST: Linda Brown Buck Linda was born in Washington, in America, in 1947. Linda's most famous work was all about how we can smell things. She did lots of different experiments with different scents to see how people smelled them. She even observed rats to see how they reacted to different smells.**

Key Disciplinary Skills/ Knowledge

Working Scientifically:

Asking simple questions and recognising that they can be answered in different ways - The children are involved in planning how to use resources provided to answer the questions using different types of enquiry, helping them to recognise that there are different ways in which questions can be answered.

Observing closely, using simple equipment - Children make careful observations to support identification, comparison and noticing change. They begin to take measurements, initially by comparisons, then using non-standard units.

Performing simple tests - The children use practical resources provided to gather evidence to answer questions

Identifying and classifying - Children use their observations and testing to compare objects, materials and living things. They sort and group these things, identifying their own criteria for sorting.

Gathering and recording data to help in answering questions. - The children record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing; They record their measurements e.g. using prepared tables, pictograms, tally charts and block graphs; They classify using simple prepared tables and sorting rings.

Using their observations and ideas to suggest answers to questions. - The children recognise 'biggest and smallest', 'best and worst' etc. from their data.

Lesson Sequence

1. What are the parts of the human body?
2. What is the function of an eye?
3. Why are ears important ?
4. Why is our sense of taste and smell is important?
5. How can we explore using our sense of touch?
6. Assessment

Curriculum Drivers

Oracy- Children can explore scientific vocabulary which is linked to their unit of learning. Children will use the scientific vocabulary in context within lessons.

Diversity- Children will develop their understand of the human body. Children will understand that all bodies are not the same.

Social Intelligence

Common Misconceptions

Some children may think:

Children may have few misconceptions at this stage about the human body and the senses, but they commonly think that in order to see,'rays' are sent out onto the object from their eyes.

Humans are not animals.

Key Vocabulary

head	body	brain	pupil	ear	sound	tongue	taste

WOODVALE PRIMARY ACADEMY

Year	1	SCIENCE	Animals, including Humans 2 All About Animals- What is special about other animals?

Pupils should be taught to:
- 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).

Prior Learning

- 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. (ELG)

Future Learning

- **Notice that animals, including humans, have offspring which grow into adults. (Y2)**
- **Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Y2)**
- **Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Y2)**
- 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. (Y2 - Living things and their habitats)

What Pupils Need To Know Or Do To Be Secure

Key Substantive Knowledge

- 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.
- **SCIENTIST:** David Attenborough (1926 – present). He has made significant contributions to our understanding of nature and the need to care for it. He is a key figure in the fight against plastic pollution and other environmental issues that are damaging our planet.

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.
- The children also do not need to use the words carnivore, herbivore and omnivore. If they do, ensure that they understand that carnivores eat other animals, not just meat.

Key Disciplinary Skills/ Knowledge

<u>Working Scientifically:</u>

Asking simple questions and recognising that they can be answered in different ways - The children are involved in planning how to use resources provided to answer the questions using different types of enquiry, helping them to recognise that there are different ways in which questions can be answered.

Observing closely, using simple equipment - Children make careful observations to support identification, comparison and noticing change. They begin to take measurements, initially by comparisons, then using non-standard units.

Performing simple tests - The children use practical resources provided to gather evidence to answer questions

Identifying and classifying - Children use their observations and testing to compare objects, materials and living things. They sort and group these things, identifying their own criteria for sorting.

Gathering and recording data to help in answering questions. - The children record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing; They record their measurements e.g. using prepared tables, pictograms, tally charts and block graphs; They classify using simple prepared tables and sorting rings.

Using their observations and ideas to suggest answers to questions. - The children recognise 'biggest and smallest', 'best and worst' etc. from their data.

Lesson Sequence

1. What are animal families?
2. What are the differences between mammals and birds?
3. What are the differences between amphibians, reptiles and fish?
4. What type of food do living things eat?
5. What are the differences between animals and pets?
6. What are the characteristics of an animals?
7. Assessment

Curriculum Drivers

BRIEFLY – HOW DOES THIS UNIT SUPPORT SOME OR ALL OF THE CURRICULUM DRIVERS

Developing Oracy- Children can explore scientific vocabulary which is linked to their unit of learning. Children will use the scientific vocabulary in context within lessons.

Embracing Cultural Richness-

Nurturing Social Intelligence

Common Misconceptions

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.

Key Vocabulary

fish	amphibian	reptile	mammal	bird	Warm-blooded	Cold-blooded	herbivore