

Year Group: 1 Term: Spring

Animals including Humans— focus on Animals



National Curriculum objectives

S1.2i Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

S1.2j Identify and name a variety of common animals that are carnivores, herbivores and omnivores.

S1.2k Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).

Specific substantive knowledge—what we want learners to know in this year group?

- 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.

When learning about animals, commonalities and differences between animals and humans can be identified

- Different animal groups have some common body parts, such as eyes and a mouth, and some different body parts, such as fins or wings.

What prior knowledge is this building upon? What should they focus on to build to age related? (Use with knowledge ladder)

Early Years

- Animals have some similar and some different body parts.
- Animals, including pets, eat different kinds of foods. Describe what a familiar animal or pet eats.
- Different animal groups have some common body parts, such as birds have wings and fish have fins.
- Animals eat different kinds of food, including other animals, plants or both animals and plants.

Year 1 Autumn term—humans

- Humans are a type of animal and therefore may have similar features to other animals

Where is this learning progressing to? (Use with knowledge ladder)

- 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)
- Human offspring go through different stages as they grow to become adults. These include baby, toddler, child, teenager, adult and elderly. Some animals also go through a similar life cycle. (Year 2)
- Some animals have a different life cycle to humans and other mammals (Year 2)
- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. (Y6 - Living things and their habitats)
- Give reasons for classifying plants and animals based on specific char-

Key questions for AFL:

- *Can you name some different types of animals?*
- *What type of animal are they?*
- *What makes them that type of animal? How do you know?*
- *Can you show how you can sort / group animals together?*
- *What is a carnivore / herbivore / omnivore?*

Common misconceptions

- 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.

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

As humans and animals are being taught specifically, it is important when learning about animals, commonalities and differences between animals and humans are explored and discussed to uncover any misconceptions and to make sure children develop required knowledge in both aspects.

Working scientifically focuses

S1.1a Ask simple questions and recognise that they can be answered in different ways

S1.1c Identify and classify

S1.1d Use their observations and ideas to suggest answers to questions

S1.1e Gather and record data to help in answering questions

What types of enquiry will we be undertaking?

Identifying and classifying, observation

Process for enquiry or investigation

Label and describe the basic structures of a variety of common animals, including fish, amphibians, reptiles, birds and mammals. Group and sort a variety of common animals based on the foods they eat.

How does it help learners develop their knowledge?

Pupils should be able to demonstrate the different ways that animals can be grouped by their features or what they eat. They can use their understanding of what animals are physically like to describe and place them in the correct group. They can notice these distinguishing features and match these to those of similar animals.

Key Vocabulary

Fish, amphibian, reptile, bird, mammal, insect, carnivore, herbivore, live, life, life cycle, skeleton, muscles, wings, scales, lungs, hear, feather, beak, gill, skin, claw

Question, notice, identify, name, recognise, label, group, classify, sort, observe, suggest, research, answer, information, classify, label, record