

Year 1 Science Curriculum

Working scientifically links Rubric/PCMD opp. Key Vocabulary

Animals Including Humans

What's the big picture? There are animals all over the world. We are animals too. Children to generate their own questions at the start of each topic. *“I know how to ask simple scientific questions.”* Use of pre assessment of children’s knowledge.

Prior knowledge: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their environment and how environments vary. They make observations of animals and plants and explain why some things occur and talk about changes (ELG).

| National Curriculum Principles | Objectives | Knowledge and key vocabulary | Reading opportunities | Technology |
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| Pupils should be taught to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. | I know and name a variety of animals, including fish, amphibians, reptiles, birds and mammals. | <p>Animals have different structures e.g. wings, tails, ears. They have different skin coverings e.g. fur, scales, feathers. These features can be used to identify them. Compare two animals from the same group e.g. two birds or two fish.</p> <p>Identify animals by matching them to named images: clown fish, shark, frogs, salamander, tortoise, lizard, chicken, ostrich, cat, dog, cow, sheep, pig.</p> <p>Use simple charts to identify unknown animals.</p> <p>Children to complete a description of an animal and label key features on a picture/diagram- eg George the tortoise.</p> <p>Children do not need to be able to use the terms reptile, mammal etc or know the characteristics of each, although they will probably be able to identify birds and fish based on their characteristics.</p> | <p>Over and Under the pond - Kate Messner</p> <p>Over and under the snow - Kate Messner</p> <p>Life - Cynthia Rylant</p> | <p>Seesaw Activities matching names and animals.</p> <p>Mark-up to label animals.</p> <p>Create a video describing the parts of an animal.</p> <p>Create a class iBook using Pages on how an animal looks.</p> |
| Identify and name a variety of common animals that are carnivores, herbivores and | I classify and know animals by what they eat (carnivore, herbivore, | <p>Can describe that animals eat certain things - some eat other animals, some eat plants and some eat both.</p> <p>Describe what different animals eat.</p> <p>Children do not have to use the words carnivore, herbivore and</p> | | Create a video clip explaining what animals eat. |

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| omnivores. | omnivore) | omnivore. If they do, ensure that they know that carnivores eat other animals, not just meat. | | |
| Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles) | I know how to sort animals into categories (fish, amphibians, reptiles, birds and mammals) | Sort animals into groups according to their features (fish, amphibians, reptiles, birds and mammals) - sort and classify . | | Activities via Seesaw or pictures on keynote to sort animals. |
| Identify, name, draw and label the basic parts of the human body and say which part of the human body and say which part of the body is associated with each sense. | I know how to name the parts of the human body that I can see I know how to link the correct part of the human body to each sense | Humans have key parts in common but these vary from person to person. Label parts of the body: head, neck, arms, elbows, legs, knee, ears, eyes, hair, mouth, teeth, tongue, nose, hands, feet, shoulders, toes and fingers - play games, drawings, play doh, songs, Simon says. Take measurements of parts of their body. Look for patterns e.g. do people with big hands have big feet? Know that humans find out about the world using their senses. Know what the 5 senses are: sight, sound, touch, taste and smell and know which body part is used for what sense. Although we often use our fingers and hands to touch, the children should understand that we can feel with many parts of our body. Explore objects using different senses and then use these observations and ideas to suggest answers to questions. | Polar bear, polar bear what do you hear by Eric Carle Brown bear, brown bear, what do you see by Eric Carle I hear a pickle (and smell, see, touch and taste it too). By Rachel Isadora | Activities via Seesaw |

Enquiry ideas

| <u>Comparative tests</u> | <u>Identify and classify</u> | <u>Observations over time</u> | <u>Pattern seeking</u> | <u>Research</u> |
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| Is our sense of smell better when we can't see? | How can we organise all the zoo animals? | How does my height change over the year? | Do you get better at smelling as you get older? | Do all animals have the same senses as humans? |
| | What are the names for all the parts of our bodies? | | | |