

	Year	1/2	Topic	Animals, including humans
	<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 (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. 			

Prior learning	Future learning
<ul style="list-style-type: none"> 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. (Early Learning Goal) 	<ul style="list-style-type: none"> 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) 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 characteristics. (Y6 - Living things and their habitats)

WHAT PUPILS NEED TO KNOW OR DO TO BE SECURE

Show understanding of a concept using scientific vocabulary correctly

Key learning	Possible evidence
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<p>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.</p> <p>Animals eat certain things - some eat other animals, some eat plants, some eat both plants and animals.</p> <p>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.</p>	<ul style="list-style-type: none"> • Can name a range of animals which includes animals from each of the vertebrate groups • Can describe the key features of these named animals • Can label key features on a picture/diagram • Can write descriptively about an animal • Can write a What am I? riddle about an animal • Can describe what a range of animals eat • Can play and lead 'Simon says' • During PE lessons, can follow instructions involving parts of the body
<p style="text-align: center;">Key vocabulary</p> <ul style="list-style-type: none"> • Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves • Names of animals experienced first-hand from each vertebrate group • Parts of the body including those linked to PSHE teaching (see joint document produced by the ASE and PSHE Association) • Senses – touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue <p>N.B.</p> <p>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.</p> <p>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.</p> <p>Although we often use our fingers and hands to feel objects, the children should understand that we can feel with many parts of our body.</p>	<ul style="list-style-type: none"> • Can label parts of the body on pictures and diagrams • Can explore objects using different senses
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.

Apply knowledge in familiar related contexts, including a range of enquiries

Session	Question	Activities	Possible working scientifically outcomes	Questioning	Observing &	Practical Enquiry	Recording &	Concluding	Evaluating
1	Can you name some common animals?	<p>Teach: Introduction into our topic on animals. Watch (66) Different types of Animals for children – Wild, Pet or Domestic; Land or Water - Real Footage - YouTube.</p> <p>Practice: Discuss some of the common animals in our area. Look at some of the pictures and match with their names.</p> <p>Apply: Yr1 Match common animals with their name. Yr 2 Name some common animals. <i>SEN – Mixed year group to support reading.</i></p> <p><i>Reflection: Year 1 lesson animals – Kahoots! Animal types.</i></p>	<p>Questioning.</p> <p>What is common? What animals might not live in our area. Do all birds have the same name?</p>	x					

2	What are the different type of animal groups?	<p>Teach: Introduce the different types of animals – Use the PowerPoint to work through the different animal types.</p> <p>Practice: Use cards to match the different types with their names. Give the children small animal name cards. Using pictures of animals and get them to start with the action and then get them to hold up the name card. repeat for all animal types: Mammals, birds, fish, reptiles, amphibians. <i>Use actions to match some of the features to the different groups.</i></p> <p>Apply: Children to match some animals to the animal type in their books. Yr 1 – 2 different animals per animal type. Yr2 – 3 different animals per animal type. <i>SEN – support with reading names to stick animals in correct group.</i></p>	Questioning What are the different types of animals? How do we know the type of animal it is? Is there a difference between reptiles and amphibians? Do all birds fly?	x	x				
3	Do animals have different features?	<p>Space Retrieval: (address misconception) Odd one out. 4 animals, 3 same animal type and 1 different.</p> <p>Teach: Teach the different parts of an animal's body. Get them to name some of the parts of the body and understand the purpose. How do we know it is a fish? Lives under water, has fins and gills. Complete with each type birds – wings, two legs etc. Refer to KO to support their understanding.</p>	<p><u>Questions</u> How can we tell what type of animal it is? What are the different body parts? What is the purpose of gills?</p> <p><u>Observe</u> Observe features to support identification. Make comparisons between different animals.</p>	x	x				

		<p>Apply: Yr1 - Give them a picture of two animals and get them to mark the different features on them. How are they different? How are they the same? Yr 2– Use pictures of different animals and label their features. Explain the difference between the two animals i.e reptiles and amphibians.</p>	<p>SEN – pre-written labels to cut out and label onto the correct animal. GS, PM, RW – match the body parts to the different animals (use year 2 resources cut up and the word bank vocabulary to help them match)</p>						
4	Do all animals eat the same food?	<p>Retrieval: Classifying Animals KS1 Game Twinkl Go! (teacher made) Recap on the different animals and question how we know it is that animal type. Use the actions to match.</p> <p>Teach: Discuss what diet is? What types of food do carnivores, omnivores and herbivores eat? - BBC Bitesize. Introduce the new vocabulary carnivores, herbivores and omnivores. Use the cards to get them to match the different food types with the food.</p> <p>Practice: Use hoops in the middle of the classroom and the three food types. Work together through the different animals and as a class, discuss which animal goes into which food group. Use the secondary source on the powerpoint to see if you can work out what they are?</p> <p>Apply: Yr1 children to sort animals into the correct category and say what they eat.</p>	<p><u>Question</u> What do you understand about diet? What type of diet do you have? Why do you think different animals have different diets? Why does a penguin eat meat? Why do Giraffes eat plants?</p> <p><u>Recording</u> Use pictures to to classify using simple prepared tables.</p>	x			x		

		Yr2 - Sort and explain the different types of food animals eat. GDS: Why? SEN: 3 food pictures and 3 animal pictures to match.							
5	How do we classify animals?	<p>Kahoots – characteristics of an animal.</p> <p><u>Recap</u> – I am a fish - how do we know? I am a bird – how do we know? I am a reptile – how do we know?</p> <p>Teach Using pictures - Model asking questions and using yes/no to answer. Bird - Does it have wings? Does it have a beak? Do it eat meat? Can it live in water? Repeat with other animals using the parts of the body to ask questions. (STAR to get good questions)</p> <p>Practice Children to work together asking each other questions to find out what animals they have. Do they have legs? Can they fly? Do you have a beak? Can I live under water?</p> <p>Apply Give children different pictures of animals and some questions, use the questions to classify the animals into different groups. Take a picture of their table work to put into their books. SEN – work in mixed ability groups</p> <p>Retrieval: What am I? I have no legs, have scales and can breathe under water? I have 2 legs, I can't fly and have 2 wings? What am I? Kahoots Quiz.</p>	<p><u>Question</u> What are the different body parts?</p> <p><u>Practical:</u> Identifying and classifying: They use simple secondary sources to name living things. They describe the characteristics they used to identify a living thing.</p> <p><u>Recording & Presenting</u> Use questions on the features of animals to classify them into different animal groups.</p> <p>(reflection: change to sorting rings only – yes /no questions – year 1)</p>	x		x	x		

6	How do human bodies differ to animals?	<p>Retrieval: Head, shoulders, knees and toes song...</p> <p>Teach What are we pointing at? Discuss all the different parts to our body. Use the matching cards to identify and name all the different parts of the human body.</p> <p>Practice Use this to label parts of the human body – activity 1.</p> <p>Teach Play a quick game of Simon says... use body parts and then include touch your wings? Discuss how our bodies differ to those body parts of animals?</p> <p>Apply Activity 2 - identify the differences on animals compared to humans. Yr 1 – identify the differences and similarities on a picture. Yr2 – list the differences and similarities between different animals. SEN – label the body parts of a human. Kahoots quiz – carnivores, omnivores and herbivores.</p>	<p>Question What are the parts of body called? What is different between us and an animal? What are the similarities?</p>	x					
7	How do different animals compare to each other?	<p>Teach: Show what you know about the parts of the body and the diet of the different animal types. Use a human body to compare the other animals.</p>	<p>End of piece –show what you know.</p> <p><u>Observation</u> How do features of a human compare to other animals. What</p>		x				

		<p>Practice: Identify the differences and similarities of each – work through one at a time. Discuss in groups. (Ensure 1 between 2 for them to use to scaffold into their writing)</p> <p>Apply: Year 1 – write a list of similarities and differences. Year 2 – write an explanation of the similarities and differences for each animal.</p>	are the similarities and differences.						
8	What are senses and why do we need them?	<p>Space retrieval: carnivores, omnivores and herbivores (odd one out)</p> <p>Teach: Pictures of our different body parts and what we use them for? Get the children to name the body part and what it helps us to do.</p> <p>Practice: List the five senses together and go outside to the big playground. What can you see? Which sense are you using? What can you hear? Repeat for all senses.</p> <p>Apply: Year 1 - Using pictures, label the 5 senses, list the part of the body we use for each sense. Year 2 –explain the job each sense helps us with.</p>	<p>Question: While exploring the world, the children develop their ability to ask questions such as: Which is the best sense to help us do particular jobs?</p> <p>Observation: Children explore the world around them. They make careful observations to support their understanding of the five senses.</p>						
9	How do our senses help us?	<p>Kahoots: different senses and their jobs.</p> <p>Teach: Introduce the investigation and discuss what we might need to answer the question.</p>	Practical: Performing simple tests Chdn to work with resources to help them to carry out simple,			x	X	X	

		<p>Discuss using our different senses to help us to investigation. How can we keep a record of the result for each sense.</p> <p>Practice: Give the children a pre-drawn table and get them to practice: Put a bowl of crisps out for the chdn. Get them to look at them from a far and record what they think, use their hearing can they make a prediction, touch them, smell then and then taste them.</p> <p>Apply: Put a variety of crisp flavours around the room and get the children to use all four senses to make a prediction. Year 1 - discuss which senses where not helpful? Which sense was helpful? Year 2: Write an explanation to which senses were not helpful and which was. Discuss how our smell and taste is also a good indication to the flavour of food sometimes. Sometimes the colour or texture that we can see can give us a slight idea.</p>	<p><u>Recording:</u> The children record their observations using pre-draw tables.</p> <p><u>Concluding:</u> Children use their experiences during the investigation to suggest appropriate answers to the question. They are supported to relate these to the observations they have made.</p>						
10	How do different animals compare to each other?	<p>Space retrieval: What is the job of our senses.</p> <p>Teach: Show what you know about the parts of the body and the diet of the different animal types. Use a human body to compare the other animals.</p> <p>Practice: Identify the differences and similarities of each – work through one at a time. Discuss in</p>	<p>End of piece –show what you know.</p> <p><u>Observation</u> How do features of a human compare to other animals. What are the similarities and differences.</p>						

		<p>groups. (Ensure 1 between 2 for them to use to scaffold into their writing)</p> <p>Apply: All chdn will identify the name of a animal: Year 1 –write a list of similarities and differences between the different animals. Year 2 – write an explanation of each of the animals and how they are similar or different.</p>							
Extra session (working scientifically skills)	Do people with big hands have the biggest feet?	<p>Recap on some body parts that are similar or different to animals. Do all animals have hands? Discuss if any other animals have hands and the idea that hands are different on a Gorilla compared to hands on a human. Look at their hands 'Are all our hands the same? Pose the question do people with the biggest hands have the biggest feet? Chdn to discuss. Teach: Make a prediction. Explain what a prediction is and the idea that it is a guess based on what we already know and what we think might happen. Children to write in their books if they agree or disagree with the question.</p> <p>Practice: Become scientists and discuss how we could test it? Give the chdn an opportunity to have a go and discuss what we might do.</p> <p>Apply: Compare body parts by drawing round their hands and feet and measuring them. Compare with people on their table.</p>	<p>Using big sheets of paper, children will draw around their hands and measure them. SEN – Order them in size from smallest to largest.</p> <p>Take a few pictures and place into their books.</p>						