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| Subject: Science Year: KS1 year 1NC/PoS: * 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.
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| Prior Learning (what pupils already know and can do).Know there are different types of animals that live in different places - ocean, woodlands. Through visit to the zoo encountered animals not usually found in the UK. Senses have been taught in reception. |
| End Goals (what pupils MUST know and remember)To know the animal kingdom is classified into fish, amphibians, reptiles, birds and mammalsTo know these animals have a different structureTo know a carnivore feeds on other animals, examples are: fox, shark, lion, polar bearTo know a herbivore feeds on plants, examples are: cows, camel, elephant. giraffeTo know an omnivore feeds on both animals and plants, examples are: bears, badgers, hedgehogs, humansTo know the body has five senses which are associated with the following: hands-touch; nose-smell; mouth-taste; eyes-see and ears-hearTo name examples of fish: trout, salmon, cod, plaiceTo name examples of amphibians: frog, newt, toadTo name examples of reptiles: lizard, snake, turtle, alligatorTo name examples of birds: sparrow, blackbird, robinTo name examples of mammals: humans, dog, rat, bearTo know animals can be warm or cold blooded |
| Key Vocabulary: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, ankle, tongue, shoulder, stomach, nose, sense, smell, sight, touch, taste, hear, group, classification, animal kingdom, amphibians, reptiles, birds, fish and mammals, omnivore, herbivore, carnivore, meat, grains, plants and leaves, fruit and vegetables, |
| Session 1: review prior learningWhat animals can you find at a farm and a zoo? Name the five senses |
| Session 2: Recap: name the sensesLO: to identify and name parts of the body<https://www.youtube.com/watch?v=BwHMMZQGFoM> parts of the body songPlay ‘Simple Simon says…’ with teacher, then in pairsUsing labels on the table, in small groups place in the correct placeChildren draw a simple body and label the partsVocabulary: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, ankle, tongue, shoulder, stomach, nose |
| Session 3: Recap: play ‘Simple Simon says…Lo: to observe the senses<https://www.youtube.com/watch?v=291CIckZmdo> taste, touch, feelTake the children outside to focus on their senses.Using your sight what can you see…….Using your hearing what can you hear… etcRecord what they senseVocabulary: sense, smell, sight, touch, taste, hear |
| Session 4: Recap: match the sense to its body partLO: to group animals according to their classificationWatch <https://www.youtube.com/watch?v=2wurZciX_N4> Use the power point from YPTE Sort photographs of different animals and sort them depending on their classification include trout, salmon, cod, plaice, frog, newt, toad, lizard, snake, turtle, alligator, sparrow, blackbird, robin, humans, dog, rat, bear* Fish – have a backbone, gills and fins
* Amphibians – have moist, scale less skin that absorbs water and oxygen
* Reptiles – have tough scales and efficient lungs for breathing air.
* Birds - have a light skeletal system and muscles to help it fly.
* Mammals – have hair or fur, female produce milk for their young

Children record the groupings with reasons whyVocabulary: group, classification, animal kingdom, amphibians, reptiles, birds, fish and mammals |
| Session 5: Recap: match an example of amphibian, reptile, bird, fish and mammal with the correct features. Name 3 of each: amphibian, reptile, bird, fish and mammal Lo: to identify animals that eat different diets<https://www.youtube.com/watch?v=QJOMuPMBFx0&t=21s> Give children a variety of photographs of animals and let them predict which diet they eat. They go through themChildren record some of the things they found out e.g. the snake is a reptile that eats small rodents so is a carnivore but a tortoise is a herbivore.Vocabulary: omnivore, herbivore, carnivore, meat, grains, plants and leaves, fruit and vegetables |
| Week 6: Recap: Name 3 animals that are herbivores, 3 that are carnivores and 3 that are omnivoresLo: to present and record dataChildren bring in photographs of any pets (within their family) and what they eat Record in a pictogramVocabulary: present, record, data, pets |
| Link to career:ZoologistZoo keeper |
| Scientists who have helped develop understanding in this field: Carl Linneaus |