

Year 1 – Animals including humans (biology, chemistry, physics)	
NC objectives	
<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"> Use all their senses in hands-on exploration of natural materials. (Nursery - Humans) Name and describe people who are familiar to them. (Reception - Humans) 	<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)
Key vocabulary	Common misconceptions
<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. 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>Some children may think:</p> <ul style="list-style-type: none"> 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.

<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.</p>	
Areas of enquiry	Hook suggestions
<ul style="list-style-type: none"> • Observation over time – How does my height change over a year? • Comparative and fair testing – Is our sense of smell better when we can't see? • Identifying and classifying – Can we group pets/ animals according to what they eat? • Pattern seeking – Are the oldest children in the class the tallest? • Researching using secondary sources – How are the animals in Australia different to the ones we find in Britain? 	<p><u>Books</u></p> <p>The Ugly Five by Julia Donaldson 1000 Animals (Usbourne)</p> <p><u>Scenarios</u></p> <p>Scenario - Laura thinks older children have longer legs. (Pattern Seeking)</p> <p>Scenario – Richard has lots of different toy animals in his play box. He can't decide how to sort them. (Identifying and classifying)</p> <p>Scenario – Hassan thinks all animals eat other animals for food. Sanjay thinks that some animals only eat grass. (Identifying and classifying)</p>