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| Year 1 – Animals including humans | Main Outcomes: <ul style="list-style-type: none"> Identify and name a variety of common animals that are birds, fish, amphibians, reptiles 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 (birds, fish, amphibians, reptiles and mammals, and 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. | Focus: Science - biology |
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| What should I already know? | Vocabulary Meaning | |
| <ul style="list-style-type: none"> The names of some common animals. The names of some parts of the human body and how they might be linked to our senses. | backbone (or spine) | the column of small linked bones down the middle of your back, also known as a spine |
| What I will do | carnivore | an animal that eats only meat |
| <p>I will have weekly or blocked science lessons. In lessons, I will be taught a skill and I will gain knowledge and understanding through the process of scientific enquiry (observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources).</p> <p><u>Possible lines of enquiry</u></p> <ul style="list-style-type: none"> Use observations in the local environment <u>throughout the year</u> to explore, answer questions about, and compare and contrast animals in their habitat or through videos and photographs. Describe how to identify and group animals, including those that are kept as pets. Group animals according to what they eat. Research how to take care of animals taken from the local environment and how to return them safely. Use senses to compare different textures, sounds and smells. | classify | to arrange or organise by group |
| Resources | cold-blooded | a body temperature that changes according to the surrounding temperature |
| <p>Hamilton Science planning: animals including humans (all planning also saved on SharePoint). https://www.hamilton-trust.org.uk/science/year-1-science/animals-including-humans-our-pets/ https://www.hamilton-trust.org.uk/science/year-1-science/animals-including-humans-ourselves/</p> | compare | to note similarities and differences |
| | describe | to use spoken or written words to explain something |
| | environment | all the circumstances, people, things, and events around them that influence their life |
| | farm | an area of land used to produce crops or to breed animals and livestock |
| | gills | the organs on the sides of fish and other water creatures through which they breathe |
| | herbivore | an animal that eats only plants |
| | identify | to recognise something |
| | invertebrate | a creature that does not have a spine , for example an insect, a worm, or an octopus |
| | observe | to see, view, watch or note something |
| | omnivore | a person or animal that eats everything, including both meat and plants |
| | pet | a tame animal kept in a household |
| | senses | the abilities humans have to detect taste, smell, sound, sight and touch |
| | temperature | a measure of how hot or cold something is |
| | vertebrate | a creature which has a spine |
| | warm-blooded | a fairly high body temperature which does not change much and is not affected by the surrounding temperature |
| | wild | animals or plants that live or grow in natural surroundings and are not looked after by people |

Knowledge and Skills Map – Science at Estcots School

| Knowledge to understand | |
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| Vertebrates are animals that have a backbone (or spine) . | There are five groups of vertebrates : <ul style="list-style-type: none"> mammals fish birds reptiles amphibians |
| A mammal is a type of animal which: | <ul style="list-style-type: none"> has a backbone feeds its babies on milk usually gives birth to live young usually has hair or fur is warm-blooded cannot breathe underwater Some common mammals are pets such as dogs, cats, hamsters; farm animals such as cows, sheep and horses; wild animals such as foxes, hedgehogs, lions and giraffes; humans. |
| A fish is a type of animal which: | <ul style="list-style-type: none"> has fins and scales breathes underwater using gills lays eggs in water is cold-blooded Some common fish are salmon, cod and tuna. |
| A bird is a type of animal which: | <ul style="list-style-type: none"> is warm-blooded has wings and beaks has feathers lays eggs Some common birds are ducks, chickens, penguins and pigeons. |
| A reptile is a type of animal which: | <ul style="list-style-type: none"> is cold-blooded lays eggs has scales cannot breathe underwater Some common reptiles are snakes and lizards. |
| An amphibian is a type of animal which: | <ul style="list-style-type: none"> is cold-blooded lays eggs lives on land and water – can breathe underwater through gills Some common amphibians are frogs and toads. |
| Invertebrates are animals that do not have a backbone . | Some common invertebrates include insects such as flies, ladybirds and bees; arachnids such as spiders; molluscs such as snails. |

| Knowledge to understand (continued) | |
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| Animals can eat meat, plants or both. | <ul style="list-style-type: none"> animals that only eat meat (other animals) are called carnivores (examples include lions and eagles) animals that only eat plants are called herbivores (examples include cows and giraffes) animals that eat plants and meat are called omnivores (examples include humans and squirrels) |
| The human body is made up of lots of different parts. Each part has a job to do. | |
| Some parts are associated with our senses . | |
| Skills to learn (working scientifically) | |
| <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions | |
| Cross-curricular (maths) | |
| <ul style="list-style-type: none"> comparing, describing and solving practical problems for lengths and heights (including using hoops as Venn diagrams for sorting) measuring and beginning to record lengths and heights | |
| Equipment to become familiar with | |
| Magnifying glasses | |
| Bug-collecting boxes and nets | |
| Cameras | |
| Simple timers (e.g. 1 min and 5 min sand timers) | |
| Rulers/tape measures for measuring in cm and mm (with support) | |

| Evidence of Learning |
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| Science books Photos Videos Pupil conferencing Teaching and learning observations Learning walks Data analysis |

| How will I know what I've learnt? |
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| See KS1 teacher assessment exemplification for science https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/763062/2018_key_stage_1_teacher_assessment_exemplification_science.pdf |
| See also Hamilton Science_Assessment_Y1 (saved in planning folder on Sharepoint). |
| KS1 science quizzes: https://gcequiz.com/quiz/ks1-science-quizzes https://www.woodendprimaryschool.com/year-1/ |