

Science: Animals including Humans Year 1	
Definition: Animal (noun) a living organism that feeds on organic matter, typically having specialized sense organs and nervous system and able to respond rapidly to stimuli.	
Biology definition: The word biology is derived from the greek words /bios/ meaning /life/ and /logos/ meaning /study/ and is defined as the science of life and living organisms. An organism is a living entity consisting of one cell e.g. bacteria, or several cells e.g. animals, plants and fungi.	
POS: <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 EYFS: ELG The Natural World Children can talk about the world around them and draw pictures familiar animals – pets / farm animals. Children recognise familiar animals. They will have had experience of touch, smell and hearing the world around them. They will have begun to look at similarities and differences of their school environment and the park.	Links to other science topics: Living things and their habitats Y2 – where animals get their food. Plants Y1 The plants that herbivores eat Light Y3 Sound Y4 work on the senses Evolution and Inheritance Y6 How living things change over time.
Disciplinary concepts: Similarity and Difference – How are the animals different or similar? Structure – How are the animals structured within the groups (amphibians, reptiles, mammals, fish and birds) Function - What is the function of the hands, nose, eyes, ears and tongue?	
Common misconceptions: Children often think of animals as just being furry. Children often do not think of humans as animals as we do not have 4 legs and fur or make animal noises. Difficulty distinguishing between living and non-living things – a toy robot moves and can talk, a plant doesn't make human noises so cannot be alive.	
Core Knowledge: 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. Animals eat certain things - some eat other animals, some eat plants, some eat both plants and animals. Names of animals experienced first-hand from each vertebrate group (Pangolin, Platypus, Puffin, Shark, Turtle, Salamander) Make first hand close observations of animals from each of the groups Compare two animals from the same or different group Classify animals using a range of features Identify animals by matching them to named images Classify animals according to what they eat (Leopard, Coyote, Black Rhinoceros)	
Wider Knowledge: Structure: Although our primate ancestors had tails, humans and other apes do not. Our ancestors lost their tails in the course of evolution, as they adapted to life on the ground instead of in the trees. In the trees, tails could be used to grip branches and aid balance; on the ground, tails no longer provided the same advantage, and they gradually disappeared. Senses: Talk about bats using echolocation to 'see', and how cats see better in the dark. Dogs sense of smell – how they are used by the police or as guide dogs. A bloodhound's sense of smell is 100 million x better than ours.	
Working scientifically: 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	
End Goals: To know that vertebrates are divided into five groups. To identify, name, label and draw the basic parts of the human body. To explain which part of the body is associated with each sense.	
CPD: Reach out CPD – Humans and other animals Science Association PLAN London Assessment Network	Enrichment: Zoo Trip / Nature Walks / Pond Dipping