Carfield Primary School

# Science Medium Term Plan
# Year 1: Animals Including Humans

**Curiosity** **Investigation** **Explanation**

## Science National Curriculum

- 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

| Lesson | Prior Knowledge (Retrieval) | Learning Objective | Knowledge | Vocabulary |
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| 1 | Sing familiar nursery rhymes including parts of the body (head, shoulders, knees and toes).<br><br>Exercise keeps our bodies fit and healthy. | Identify, name, draw and label the basic parts of the human body | Body parts: chin, teeth, neck, chest, stomach, thumb, fingers, ankle, foot, back, elbow, hand.<br><br>Some of our body parts we can see but a lot of our body parts we can't see as they are inside our body. | chin, teeth, neck, shoulder, chest, stomach, thumb, fingers, ankle, foot, back, elbow.<br><br>body, identify, label |
| 2 | All prior plus:<br><br>Name and identify external body parts | Say which part of the body is associated with each sense. | The senses send information to the brain to help us understand the world around us.<br><br>There are 5 senses: sight, hearing, taste, touch and smell. | See, sight, hear, hearing, touch, smell, taste, skin, sense |

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| | including eyes, nose, mouth, hands, ears. | *WS: Observe objects, materials and living things and describe what they can see.* | These senses are experienced through a variety of body parts.<br><br>Sight is linked to eyes.<br>Hearing is linked to nose.<br>Touch is linked to skin.<br>Taste is linked to the tongue.<br>Smell is linked to the nose.<br><br>Some humans do not have all of their senses. For example, blind and deaf people. | |
| 3 | All prior plus:<br><br>Observe and draw pictures of different animals.<br><br>There are similarities and differences in different living things.<br><br>Name a variety of animals. | Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.<br><br>*WS: Sort and group objects, materials or living things, based on simple observational features.* | Pupils to recognise different animals based on their obvious features.<br><br>The name of simple animals (lion as opposed to Asiatic Lion).<br><br>The name of simple animals across different animal types.<br><br>Identify animals including frogs, toads, snakes, crocodiles, lizard, pigeon, parrot, goldfish, shark, lion, dog. | Identify, name, sort, group, observe, frogs, toads, snakes, crocodiles, lizard, pigeon, parrot, goldfish, shark, lion, dog, features |

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| 4 | All prior plus:<br><br>There are similarities and differences in different living things.<br><br>Name and identify variety of different animals from different groups.<br><br>Scientists group things based on features. | Describe and compare the structure of a variety of common animals.<br><br>*WS: Sort and group objects, materials or living things, based on simple observational features.* | Animals have lots of different features e.g. fur, feathers, wings, the ability to lay eggs, have tails, eat meat, fly, walk, swim etc.<br><br>Though some features do not look similar, they are the same on different animals. E.g. the eyes on a horse vs the eyes on a fish look different but they are both eyes.<br><br>These features make identifying and naming animals easier.<br><br>Scientists group animals by looking at their features.<br><br>Diagrams can be labelled with features using a straight line. | Describe, compare, common, sort, group, observe, characteristics, skin, dry, scaly, humans, young, hair, fur, gills, wings, feathers, beaks. |
| 5 | All prior plus:<br><br>Observe and draw pictures of different animals. | Identify and name a variety of common animals that are carnivores, herbivores and omnivores. | Different animals eat different things.<br><br>Identify and name carnivores (animals that only eat meat) including lions and sharks. | Identify, name, common, animals, carnivores, herbivores, omnivores, sort, group, observe, lions, |

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| | There are similarities and differences in different living things.<br><br>Observed pets at home and know what they eat. Name a variety of animals. | *WS: Sort and group objects, materials or living things, based on simple observational features.* | Identify herbivores (only eat plants) including sheep and cows.<br><br>Identify omnivores (eat both meat and plants) including humans and foxes.<br><br>Some humans choose to be herbivores (vegetarians). | sharks, sheep, cows, humans, foxes. |
| 6 | All prior plus:<br><br>Ask questions to find out more and to check they understand what has been said to them.<br><br>Talk about what they see, using a wide vocabulary. | *WS: Ask questions using everyday language.*<br><br>*WS: Carry out tests following simple instructions either or as group or independently.*<br><br>*WS: Verbally talk about their findings.*<br><br>*This lesson should consolidate key knowledge from the unit and practise their | Scientists find out about the world by asking scientific questions and creating tests to find out the answer. | Question, test, scientist, scientific |

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| | | working scientifically skills. | | |

| Unit of Work End Points |
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| • Pupils can name a variety of animals.<br>• Pupils can identify the features and structures of different animals.<br>• Pupils can identify the diet of an animal and accurately use the terminology: carnivore, herbivore and omnivore.<br>• Pupils can sort animals based on identifying features.<br>• Pupils can name parts of the human body.<br>• Pupils can name the 5 senses.<br>• Pupils use their observations to help them identify and classify.<br>• Pupils can talk about their findings verbally |