

KS1: MEDIUM TERM PLANNER

Animals including humans Y1

Pupils should be taught to:

- 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
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly constructed world around them. They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science should be done using first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos.



'Working and thinking scientifically' is described separately at the beginning of the programme of study but must always be taught through and clearly related to substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.

Pupils should read, spell, and pronounce scientific vocabulary correctly.

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes, and skills through the teaching of the programme of study content:

- 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

Prior Learning:


- Use all their senses in hands-on exploration of natural materials. (Nursery - Humans)
 - Name and describe people who are familiar to them. (Reception - Humans)

Future learning:


- 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 Questions (show how content and concepts link) Differentiated Learning Objectives	Teaching and learning activities (linked directly to objectives)	Resources (to help pupils reach the learning objectives)	Written and non-written outcomes (assessment including homework's)
<p>1) How can I classify animals?</p> <p>SCIENCE CAPITAL: <i>How does this lesson connect with children in my class? Do you have a pet? Do you know of anyone that has one?</i></p> <p>Science Working scientifically Skills:</p> <p>?? ? ? ? ? ? ?</p> <p>Science Enquiry Type</p> <p>Classify</p> <p><i>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.</i></p> <p><i>Animals eat certain things - some eat other animals, some eat plants, some eat both plants and animals.</i></p>	<p>Science reasoning task: explorify: Brown and Bumpy: Brown and bumpy - Explorify</p> <p>Activity 1: I wonder – which is class 1 favourite animal to keep as a pet- could we ask class teacher to keep a class pet? Create a tally and pictogram- show 1 pic means 2. Farm Animals Pictures Chart (teacher made) - Twinkl</p> <p>Activity 2: At tables pupils have different animals – which animals will be in the same groups? Pupil to work in small groups to place animals into groups.</p> <p>Activity 3: PowerPoint- go through different animals and how they can be classified into different groups.</p> <p>Misconception:</p> <ul style="list-style-type: none"> • Some children may think: • 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>Activity 1: Class tally and pictogram templates- A3.</p> <p>Activity 2: Different animal pictures and post it notes to make headings- to classify.</p> <p>Activity 3- classify- table templates to classify different groups of animals.</p>	<p>Assessment: can pupils identify common features amongst animals?</p> <p>Homework: describe your, family, or friends pet.</p>

<p><i>Humans have key parts in common, but these vary from person to person. Humans (and other animals) find out about the world using their senses. Humans have five senses – sight, touch, taste, hearing and smelling, 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 within the school's RSE policy, senses, touch, see, smell, taste, hear, fingers, skin, eyes, nose, ear, tongue</i></p> <p><i>N.B.</i></p> <p><i>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.</i></p>			
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<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. Although we often use our fingers and hands to feel objects, the children should understand that we can feel with many parts of our body.</p>			
<p>2) LO: What is the same, and what is different about different animals?</p> <p>SCIENCE CAPITAL: <i>How does this lesson connect with children in my class? What is the difference between a lion and a tiger?</i></p> <p>Science Working scientifically Skills:</p>  <p>Science Enquiry Type</p> <p>Classify</p> <p>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</p>	<p>Science reasoning task: explorify: In the swim - Explorify</p> <p>Activity 1: Compare different animals and identify their similarities.</p> <p>Activity 2: classify in their books and write down similarities and differences.</p> <p>Misconception:</p> <ul style="list-style-type: none"> Some children may think: 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>Activity 1: PowerPoint- pictures of different animals.</p> <p>Activity 2: classify sheets.</p>	<p>Assessment: Are pupils able to explain the difference between different groups of animals?</p>

<p><i>features can be used to identify them.</i></p> <p><i>Animals eat certain things - some eat other animals, some eat plants, some eat both plants and animals.</i></p> <p><i>Humans have key parts in common, but these vary from person to person.</i></p> <p><i>Humans (and other animals) find out about the world using their senses. Humans have five senses – sight, touch, taste, hearing and smelling, 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 within the school's RSE policy, senses, touch, see, smell, taste, hear, fingers, skin, eyes, nose, ear, tongue</i></p> <p><i>N.B.</i></p> <p><i>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</i></p>			
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<p>3) LO: What is an herbivore, omnivore or a carnivore?</p> <p>SCIENCE CAPITAL: <i>How does this lesson connect with children in my class? What does your pet eat?</i></p> <p>Science Working scientifically Skills:</p>  <p>Science Enquiry Type Research</p>	<p>Science reasoning task: explorify: Muddy meal - Explorify</p> <p>Activity 1: PowerPoint go through different animals in pairs pupil discuss the different diets.</p> <p>Activity 2: Discuss and explain the different diets.</p> <p>Activity 3: pupils to read information and classify the animals according to their diet.</p> <p>Misconception:</p> <ul style="list-style-type: none"> Some children may think: 	<p>Activity 1: PowerPoint</p> <p>Activity 2: Animal different diet cards.</p> <p>Activity 3: PowerPoint of diet facts for different animals.</p>	<p>Assessment: Are ch able to name different animals and their diets?</p> <p>Homework: keep a diary of own diet.</p>

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<p>4) LO: What minibeast can we find in school grounds?</p> <p>SCIENCE CAPITAL: <i>How does this lesson connect with children in my class? What</i></p>	<p>Science reasoning task: explorify: Cared for a baby animal? - Explorify</p> <p>Activity 1: PowerPoint go through pictures of school grounds and different types of habitats.</p>	<p>Activity 1: PowerPoint</p> <p>Activity 2: hunt sheet/ tally sheet.</p> <p>Activity 3: N/A</p>	<p>Assessment: Able to identify different minibeast and where to find them.</p> <p>Homework: Create a mini beast home out of junk modelling.</p>

animals/minibeast do you find in your local area? Can you explain where you find them?

Science Working Scientifically Skills:



Science Enquiry Type

Observation

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Activity 2: Go on a walk-in school playground and identify the different minibeasts found in different areas.

Activity 3: Pattern seeking – did we find certain minibeasts in particular habitats- discuss reasons for this.

Misconception:

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experienced first-hand from each vertebrate group, parts of the body including those within the school's RSE policy, senses, touch, see, smell, taste, hear, fingers, skin, eyes, nose, ear, tongue

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<p>5) Who was George Mottershed?</p> <p>SCIENCE CAPITAL: <i>How does this lesson connect with children in my class? Do you know a vet? Someone who really cares about animals. What does their job involve?</i></p> <p>Science Working scientifically Skills:</p>  <p>Science Enquiry Type Research</p> <p><i>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.</i></p> <p><i>Animals eat certain things - some eat other animals, some eat plants, some eat both plants and animals.</i></p> <p><i>Humans have key parts in common, but these vary from person to person.</i></p> <p><i>Humans (and other animals) find out about the world using their senses. Humans have five senses – sight,</i></p>	<p>Science reasoning task: explorify: who are they? Show picture of George and ask who, what, where, when .</p> <p>Activity 1: PowerPoint go through and discuss the different facts about G.M. Write questions want to find out about him.</p> <p>Activity 2: Model how to research and find about GM using secondary sources.</p> <p>Activity 3: Write a biography using research.</p> <p>Misconception:</p> <ul style="list-style-type: none"> • Some children may think: • 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>Activity 1: Picture of G.M PowerPoint / questions starter stems</p> <p>Activity 2:. Website- BBC One - Our Zoo - George Mottershead - George Mottershead - Wikipedia The story of the founder of Chester Zoo and how he made his wild dream a reality - Cheshire Live (cheshire-live.co.uk) Zoo Memories Chester Zoo</p> <p>Activity 3: Writing template.</p>	<p>Assessment: Are pupils able to identify and name wild plants.</p>
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<p>6) Would Tiger make a good pet?</p> <p>SCIENCE CAPITAL: <i>How does this lesson connect with children in my class? If you had a zoo, which animals would you keep and why?</i></p> <p>Science Working scientifically Skills:</p>  <p>Science Enquiry Type Research</p> <p>Animals vary in many ways having different structures e.g., wings, tails, ears etc. They also have different skin</p>	<p>Science reasoning task: explorify: What if? You worked at NASA but weren't an astronaut? - Explorify</p> <p>Activity 1: PowerPoint go through and discuss what have we learnt about animals? Which would be the best pet and why?</p> <p>Activity 2: model writing a letter to Sophie about best animal for a pet.</p> <p>Activity 3: pupils to write a letter- sentence starters/ questions given to answer.</p> <p>Misconception:</p> <ul style="list-style-type: none"> Some children may think: 	<p>Activity 1: PowerPoint go through, (14) What do pets need? - YouTube</p> <p>BBC - Learning, Looking after a Pet</p> <p>Activity 2: 'Tiger Who Came to Tea' Writing Frames Pack Harper Collins (twinkl.co.uk)</p> <p>Activity 3: The Tiger Who Came to Tea Characters Printable Cut-Outs (twinkl.co.uk)</p>	<p>Assessment: Are pupils able to identify appropriateness of different animals as pets- drawing on previous learning.</p>

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