Key Stage **KS1** Topic **Animals Including Humans** Class **1** Range **1** (2)

End of Unit Goals

Pupils will be able to:

- 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, mammals and invertebrates, 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.

Explaining Science

- Remember some simple facts about science
- Use & remember science words during activity
- Add science word labels (help) to diagrams

Classification

- Sort using simple yes/no statements
- Group by difference or similarity

Key Terminology:

Animals, Invertebrate (worm, spider, insect (various), woodlouse, centipede), fish, amphibian, reptile, bird, mammal, carnivore, herbivore, omnivore, head, neck, arm, elbow, hand, leg, knee, foot, face, ear, nose, eye, hair, mouth, teeth, sight, hear, smell, touch, taste

Lesson	Content Objective	Skill Objective	Possible Activities
1	What are the parts of our body?	Remember science facts & words during activity	• Label diagram / each other for each body part. Draw around pupils/colour in, label parts. Make models in playdough. • Label stuffed/model/picture animals in the same way. What is the same, what is different) • Match each body part to its job • Play 'Simon Says' with emphasis on body parts • Learn songs / rhymes to help identify parts • Funnybones story – supports understanding of the skeleton.
2 & 3	What are our senses?	Remember science facts & words during activity	• Learn songs / rhymes about senses. • Play games about senses (e.g. 'Grandmother's footsteps', 'feely bag', taste testing, smell herbs & spices, coloured foods (e.g. Purple potatoes), sound / colour walks, etc) • Write a story about using senses to describe. • Link each sense to body parts in each activity • Who has the fastest reactions? Use a number track on a meter ruler test reaction speed (drop through fingers and catch). Could line up in order to show blockchart • Outdoor learning walks. Discover using different senses. Develop improved descriptive language. • Explore senses in other animals
4 & 5	Are there different kinds of animal?	Group by difference or similarity	• Use external providers / own animal house to introduce pupils to each vertebrate group. • Use external providers to show pupils exotic animals such as reptile, amphibians, invertebrates, etc. • Discuss / sort pictures to show the features of each (obvious visual similarities & differences) vertebrate. • 'feely box' with examples of feathers, skin, fur or real animals to identify • Group plastic animal models. Use picture keys to name. • Play '20 questions' / 'odd-one-out' /match sound to the animal / animal 'top-trumps'
6	Do animals feed in different ways?	Group by difference or similarity	• Look at DVD clips / pictures of animals eating. Discuss. Identify carnivores, herbivores & omnivores. Sorting activity. • Compare plastic skulls of carnivore (dog) & herbivore (sheep) & omnivore (human). Note teeth differences (introduce words), muscle strength and eye placement. From the teeth guess what food they eat.