Grindon Infant Science Medium Term Planning - **Year 1 Animals Including Humans**

End of Unit Goals

Pupils will be able to:

- Know types of vertebrate. Know examples of invertebrates in a habitat.
- Know examples of carnivore, herbivore and omnivore. Know what they mean.
- Know human body parts and our 5 senses.

Prior Knowledge

Similarities and differences between themselves (e.g. senses) & others. Extends vocabulary. Looks closely at similarities, differences, patterns and change in nature. Makes observations of animals and why things occur & change (life cycles). Explores world around them, makes observations & drawings. Name & describe animals that live in different habitats. Observes living things throughout the year. (EYFS)

Skill Objectives

Explaining Science		
I use science words during an activity	I use & remember science words during an activity	I use & remember science words over time
I match appropriate pictures & words to label diagrams	I add science word labels to diagrams	I add science word labels & information (help) to diagrams
I remember simple science facts within an activity	I remember simple science facts within a topic	I remember a range of science facts within a topic

Making Conclusions		
I sort using pictures or instructions	I sort using simple yes/no statements	I use simple spider keys with obvious differences
I group by familiar features	I group by difference or similarity	I group by difference similarity or change

Enquiry Types

Key Vocabulary

Animal, vertebrate (backbone), invertebrate (exoskeleton), fish, amphibian, , reptile, bird, mammal, scales, fins, gills, lung, scales, fur, carnivore, herbivore, omnivore, habitat, pet, head, hair, ears, eyes, nose, mouth, tongue, teeth, neck, arm, elbow, shoulder, hands, fingers, leg, knee, ankle, feet, toes, sight, hearing, touch, taste, feeling, sort, group, classify, feature (criteria), spider key.

Important Scientists

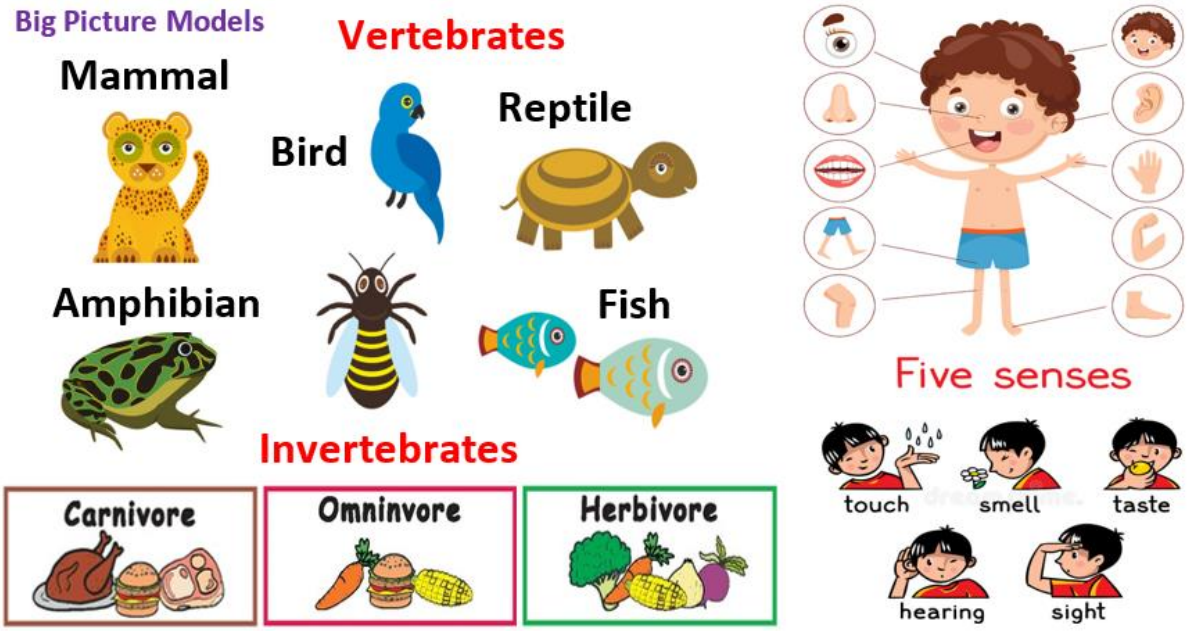
Steve Backshall (1963-) British naturalist and TV presenter of 'Deadly 60'. He has brought wildlife awareness and science to a whole generation of children in a visual and engaging way.

Eugenie Clark (1922-2015) Japanese-American scientist known as the 'Shark Lady' for her research on shark behaviour and marine conservation. She was the first person to 'train' sharks and developed natural shark repellents.

Common Misconceptions

You only feel things with your hands. The sense of smell & taste are unrelated. Everyone experiences their senses in the same way. Whales and dolphins are fish. Bats are birds. Snakes and tortoises are invertebrates. We are not animals/mammals. Carnivores only eat herbivores. Carnivores must be big. We are herbivores if we are vegan.

Big Picture Model



Session	Knowledge Objective	Skill Objective	Enquiry Opportunities	Extension Opportunities	SEN
1	**What are the parts of our body?** • I can identify and name parts of our body. • I can begin to describe whether some animals have the same parts or not.		**Starter:** Children to complete a KWL grid for their new topic 'Animals Including Humans'. **Main:** Play the game 'Simon says' pointing to different parts of the body. Draw around a child onto a large piece of paper. Label the parts of the body. What is the job of the legs? What is the job of the eyes? Repeat with other body parts. **Activity:** Children to label the parts of the body. Compare an animal with us; what do we have which is the same/different to this animal? **Plenary:** Children to carry out a Commando Joe activity.	What does each body part do? What is the role of each body part.	Children to work as a whole class to use the Widget symbols and label the parts of the body. Take a photograph for the books. Does a cat have a head? Does a cat have 2 legs? What does a cat have which a human does not have? Record on speech bubbles in the children's books.

			Why is it important to keep our bodies healthy?		
2	**What are our senses?** • I can name our five senses. • I can describe our receptors (eyes, ears, nose, tongue & skin) and can link body parts to each sense. • I know how our senses can help us to keep safe.		**Starter** Play the five sense game. The Human Body & The Five Senses Animation - Twinkl **Main** What are our 5 senses? Children to look through the Powerpoint presentation. Which body parts help us to see, hear, smell, feel and taste. Children to take part in a senses walk around the school with clipboards, making off what they can see, hear, smell, taste and feel. **Activity** Children to sort the activity tasks, e.g. smelling flowers into five catagories (the 5 senses). **Plenary** How do our senses keep us safe?	How do our senses help us to keep safe?	Children to match one activity to each sense.
3	**What are the features of vertebrates?** • I know that a vertebrate has a backbone. • I know the groups of vertebrates (fish, amphibians, reptiles, birds & mammals). • I can sort vertebrates by criteria.		**Starter** Look at a series of photographs of animals. What do they all have in common? Explain these animals have a backbone and look at examples of x-rays of animals. Find the backbone. Do humans have a backbone? **Main** Look at a powerpoint to explain the 5 types of vertebrate. **Activity** Children to group animals into the correct vertebrae group.	Can children use a yes/no flow chart to sort animals?	Support with sorting the animals into the groups (use animals that we have discussed in the main session).

			Plenary Does anyone know any animals which do not have a backbone? Discuss that these animals are called invertebrates and show pictures of these animals. Children could go on a hunt in our sensory garden to find any of these animals in their habitat. Look at the collection equipment. Why do we need to be careful with these animals? Why do we need to put these animals back where we have found them?		
4	**Do animals feed in different ways?** • I know that a herbivore eats plants, a carnivore eats animals and an omnivore eats both. • I can sort animals into feeding groups. • I can identify collected invertebrates into feeding groups.		**Starter** Recap what an invertebrate is and name a few examples. **Main** What do animals eat? Look at a powerpoint to explain what a herbivore, a carnivore and an omnivore eats. **Activity** Sort animals into feeding groups. **Plenary** What sort of things do we eat? What does that make us?	Compare skulls of carnivore, herbivore and omnivore (jaw structure and teeth).	Support SEND children with sorting the animals into the three groups.

Useful Texts, Website & Resources

The Human Body & The Five Senses Animation - Twinkl
Year 1: Animals, including humans | STEM
Animals including humans - KS1 Science - BBC Bitesize