

**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.

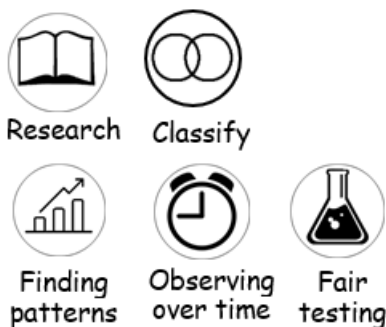
**Prior Knowledge**

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			Making Conclusions		
I use science words during an activity	I use & remember science words during an activity	I use & remember science words over time	I sort using pictures or instructions	I sort using simple yes/no statements	I use simple spider keys with obvious differences
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 group by familiar features	I group by difference or similarity	I group by difference similarity or change
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			

**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**


**Big Picture Models**

**Vertebrates**


**Mammal**  



**Bird**  



**Reptile**  



**Amphibian**  



**Invertebrates**

**Bee**  



**Fish**  



**Carnivore**  



**Omnivore**  



**Herbivore**  



**Five senses**

**touch**  


**smell**  


**taste**  


**hearing**  


**sight**  


Session	Knowledge Objective	Skill Objective	Enquiry Opportunities	Extension Opportunities	SEN
1	<p><b>What are the parts of our body?</b></p> <ul style="list-style-type: none"> <li>I can identify and name parts of our body.</li> <li>I can begin to describe whether some animals have the same parts or not.</li> </ul>		<p><b>Starter:</b> Children to complete a KWL grid for their new topic 'Animals Including Humans'.</p> <p><b>Main:</b> Play the game 'Simon says' pointing to different parts of the body.</p> <p>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.</p> <p><b>Activity:</b> 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?</p> <p><b>Plenary:</b> Children to carry out a Danny Go activity. Why is</p>	<p>What does each body part do? What is the role of each body part.</p>	<p>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.</p>

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

			it important to keep our bodies healthy?		
2	<p><b>What are our senses?</b></p> <ul style="list-style-type: none"> <li>I can name our five senses.</li> <li>I can describe our receptors (eyes, ears, nose, tongue &amp; skin) and can link body parts to each sense.</li> <li>I know how our senses can help us to keep safe.</li> </ul>		<p><b>Starter</b> Play the five sense game. <a href="#">The Human Body &amp; The Five Senses Animation - Twinkl</a></p> <p><b>Main</b> What are our 5 senses? Children to look through the Powerpoint presentation. Which body parts help us to see, hear, smell, feel and taste.</p> <p>Children to take part in a senses walk around the school with clipboards, making off what they can see, hear, smell, taste and feel.</p> <p><b>Activity</b> Children to sort the activity tasks, e.g. smelling flowers into five categories (the 5 senses).</p> <p><b>Plenary</b> How do our senses keep us safe?</p>	How do our senses help us to keep safe?	Children to match one activity to each sense.
3	<p><b>What are the features of vertebrates?</b></p> <ul style="list-style-type: none"> <li>I know that a vertebrate has a backbone.</li> <li>I can sort animals into vertebrates and non vertebrates.</li> </ul>		<p><b>Starter</b> 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?</p> <p><b>Main</b> Look at a powerpoint to explain vertebrates. <a href="#">What is an invertebrate? - BBC Bitesize</a></p> <p><b>Activity</b> Children to group animals into the correct</p>	Children to spend time in the sensory garden finding invertebrates. Chn to use a key to identify them.	Support with sorting the animals into the groups (use animals that we have discussed in the main session).

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

			<p>vertebrae group - use the link on the website.</p> <p><b>Plenary</b> How can we classify these animals? Make a simple yes/no flow chart to show how to classify an animal (use invertebrate and vertebrate).</p>		
4	<p><b>What types of animals are there?</b></p> <ul style="list-style-type: none"> <li>I know the groups of vertebrates (fish, amphibians, reptiles, birds &amp; mammals).</li> </ul>		<p><b>Starter</b> Children complete an animal quiz, e.g. which is the fastest animal, etc.</p> <p><b>Main</b> Follow the Powerpoint presentation to discuss the groups of animals.</p> <p><b>Activity</b> Children to sort the animals into their different groups.</p> <p><b>Plenary</b> What type of animal are humans? How do we know?</p>	Can children use a yes/no flow chart to sort animals?	SEND to group just the mammals (live on land, in the sea, etc).

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

5	<p><b>Do animals feed in different ways?</b></p> <ul style="list-style-type: none"> <li>• I know that a herbivore eats plants, a carnivore eats animals and an omnivore eats both.</li> <li>• I can sort animals into feeding groups.</li> <li>• I can identify collected invertebrates into feeding groups.</li> </ul>		<p><b>Starter</b></p> <p>Recap what an invertebrate is and name a few examples.</p> <p><b>Main</b></p> <p>What do animals eat? Look at a powerpoint to explain what a herbivore, a carnivore and an omnivore eats.</p> <p><b>Activity</b></p> <p>Sort animals into feeding groups.</p> <p><b>Plenary</b></p> <p>What sort of things do we eat? What does that make us?</p>	<p>Compare skulls of carnivore, herbivore and omnivore (jaw structure and teeth).</p>	<p>Support SEND children with sorting the animals into the three groups. Use well known animals to sort.</p>
<p><b>Useful Texts, Website &amp; Resources</b></p> <p><a href="#">The Human Body &amp; The Five Senses Animation - Twinkl</a></p> <p><a href="#">Year 1: Animals, including humans   STEM</a></p> <p><a href="#">Animals including humans - KS1 Science - BBC Bitesize</a></p>					