

Y1 – Animals including humans

How can we group animals and what makes us human?



Overview of learning

In this unit, children will learn about different common animals and be able to discuss their features using scientific language such as feathers, beak, scales, fins etc. They will begin to identify similarities and differences between different animals. Children will also look at the diets of different animals and compare these. Finally, children will focus on humans, identifying body parts and linking these to senses as well as discussing the similarities and differences between humans.

Knowledge and understanding objectives

NC Year 1:

Children will:

- 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

Key vocabulary

Tier 2: beak, body part, claws, egg, feathers, fin, food, fur, hear, meat, paws, plant, scales, see, smell, taste, touch, wings

Tier 3: amphibian, bird, carnivore, diet, differences, fish, herbivore, human, mammal, omnivore, reptile, senses, similarities

Children should be taught to name the main body parts including: abdomen, arms, chest, ears, elbows, face, hair, hands, head, knees, legs, mouth, neck, shoulders, teeth, toes

Possible misconceptions

Children might think that all animals eat the same thing. They may not realise that animals eat different things. There may also be misconceptions about animals eating humans e.g. sharks eat humans. This needs to be discussed that no animals hunt humans and that we do not live in the same habitat.

Children may discuss how all humans have two arms/two legs/eyes to see/ears to hear. Teachers may want to discuss how some children have disabilities so do not have all the same body parts or cannot use all of their senses to show diversity and inclusivity.

Previous learning

EYFS - Children may have explored different animals. They may have learnt the names of different animals and their features. They may have also looked at the similarities and differences between themselves and their classmates.

Future learning

Animals and humans are studied in each year group.

Year 2 – Children will study animals further and learn about offspring and the basic needs that animals need to survive.

Year 3 – Children will learn about the importance of nutrition for animals. They will then focus on muscles and the skeleton.

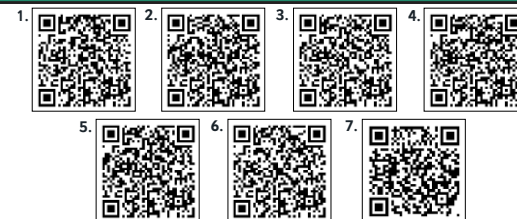
Year 4 – Children will recap grouping animals in different ways based on their features, nutrition and skeleton. They will also create classification keys based on their study.

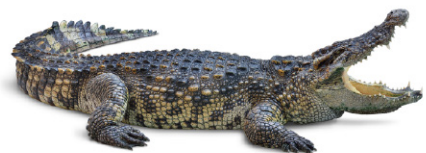
How are key scientific enquiry types and working scientifically skills developed in this unit?

Scientific enquiry type	Working scientifically skills
 Identifying parts of the body	 Asking questions to identify and classify animals
 Identifying and classifying animals	 Using sorting diagrams
 Identifying animals that are herbivores, omnivores and carnivores	 Making predictions about the size of feet relative to age
 Spotting patterns between groups of animals	 Observing features of the human body
	 Communicating similarities and differences between animals

Videos

1. <https://www.bbc.co.uk/bitesize/articles/zt2kcmn>
2. <https://www.bbc.co.uk/bitesize/articles/zfm84xs>
3. <https://www.bbc.co.uk/bitesize/articles/zvn2jsg>
4. <https://www.bbc.co.uk/bitesize/articles/zvfx7yc>
5. <https://www.bbc.co.uk/bitesize/articles/zkn2jsg>
6. <https://www.bbc.co.uk/bitesize/articles/z96vb9q>
7. <https://www.bbc.co.uk/programmes/p0177stl>





Unit Overview



How can we group animals and what makes us human?

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Key question: What is this animal?	Key question: How are animals different?	Key question: Do all animals eat the same food?	Key question: What are our body parts called?	Key question: What are senses?	Key question: Are all humans the same?
Learning objective (part 1): I can identify and name a variety of common animals including fish and birds.	Learning objective: I can compare a variety of common animals including fish, amphibians, reptiles, birds and mammals.	Learning objective: I can identify and name a variety of common animals that are carnivores, omnivores and herbivores.	Learning objective: I can identify, name, draw and label the basic parts of the human body.	Learning objective: I can identify which part of the body is associated with each sense.	Learning objective: I can compare humans.
Learning objective (part 2): I can identify and name a variety of common animals including humans, reptiles and amphibians.					
Success criteria: By the end of this lesson, children will be able to identify the names of common animals and begin to identify the group to which it belongs based on its features.	Success criteria: By the end of this lesson, children will be able to identify the similarities and differences between some common animals using key scientific words to describe features.	Success criteria: By the end of this lesson, children will be able to identify that all animals do not eat the same thing. They should begin to identify animals that are herbivores, omnivores and carnivores.	Success criteria: By the end of this lesson, children will be able to name different parts of the human body and locate them on themselves when asked.	Success criteria: By the end of this lesson, children will be able to discuss the five senses and identify the body part associated with each sense.	Success criteria: By the end of this lesson, children will be able to compare similarities and differences of different humans based on their appearance.
Cumulative quiz: Q1 – Q3	Cumulative quiz: Q4 – Q6	Cumulative quiz: Q7 – Q9	Cumulative quiz: Q10 – Q12	Cumulative quiz: Q13 – Q15	Cumulative quiz: Q16 – Q18
Scientific enquiry type:  Identifying & classifying	Scientific enquiry type:  Pattern seeking	Scientific enquiry type:  Identifying & classifying	Scientific enquiry type:  Identifying & classifying	Scientific enquiry type:  Identifying & classifying	Scientific enquiry type:  Pattern seeking
Working scientifically skills:  Observing & measuring  Asking questions	Working scientifically skills:  Interpreting & communicating results	Working scientifically skills:  Recording data	Working scientifically skills:  Observing & measuring	Working scientifically skills:  Asking questions	Working scientifically skills:  Making predictions  Observing & measuring



Unit Overview



Stretch and challenge ideas across the unit

Children could:

- write descriptions of different animals using the scientific words they have learnt
- create their own animal and group it based on its features
- explore other animals through stories, non-fiction texts or continuous provision
- draw portraits of themselves and others to identify similarities and differences.
- design a menu for a restaurant for different animals (e.g. a menu for a restaurant for sharks)
- explore different senses through games, continuous provision, nursery rhymes.
- explore deeper into comparing humans by focusing on personality, likes and dislikes

Assessment

The **knowledge organiser** can be used to support children. This could be on display, on the tables, sent home or used for pre-teaching key vocabulary or concepts.

The **post-unit test** can be used to assess the knowledge and understanding objectives taught throughout the unit. This can be done independently or in small groups with a teacher.

There is a **cumulative quiz** with questions that can be used to assess children throughout the topic. The quiz questions will link directly to each objective. They can also be used at the end of each lesson to give immediate feedback to inform future planning and give the opportunity to identify children who do not understand.

Scientific enquiry type key



Testing



Researching



Observing



Pattern seeking



Identifying & classifying



Problem solving

Working scientifically key



Asking questions



Making predictions



Setting up tests



Observing & measuring



Recording data



Interpreting & communicating results



Evaluating