

Term 5 & 6

Unit Overview: KS1 Science

Animals incl humans: body parts / classification

<p><u>National Curriculum Objectives</u></p> <ul style="list-style-type: none"> ❖ 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. 	<p><u>Substantive knowledge</u></p> <ul style="list-style-type: none"> ❖ 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. ❖ Animals eat certain things - some eat other animals, some eat plants, some eat both plants and animals. ❖ 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. These senses are linked to particular parts of the body. 	<p><u>Vocabulary</u></p> <p>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 human body including those within the school’s RSE policy, senses, touch, see, smell, taste, hear, fingers, skin, eyes, nose, ears, tongue</p> <p>Amphibian, mammal, bird, fish, reptile</p> <p><u>Phonics/polysyllabic words</u></p> <ul style="list-style-type: none"> • Amphibian • Forehead • Classify
<p><u>Working Scientifically Skills</u></p> <ul style="list-style-type: none"> ❖ Identify and classify. <ul style="list-style-type: none"> ○ Sort and group, identifying the criteria for sorting. ○ Use simple secondary sources (such as identification sheets) to name living things and describe the characteristics. ❖ Use appropriate scientific language to communicate ideas. ❖ Use their observations and ideas to suggest answers to questions 	<p><u>Disciplinary knowledge</u></p> <ul style="list-style-type: none"> ❖ Name a range of animals which includes animals from each of the vertebrate groups and describe the key features of these named animals ❖ Label key features of animals on a picture/diagram ❖ Describe what a range of animals eat ❖ Follow instructions involving parts of the body ❖ Label parts of the body on pictures and diagrams ❖ Explore objects using different senses 	<p><u>Reading support</u></p> <ul style="list-style-type: none"> ❖ Word mats ❖ Scaffolded recording / choice of recording ❖ Pre teaching of vocabulary <p><u>Extension deeper thinking</u></p> <ul style="list-style-type: none"> ❖ Suggest whether an unfamiliar animal might be a carnivore, herbivore or omnivore ❖ Suggest how the senses are used in an activity such as eating
<p><u>Common misconceptions</u></p> <p>Some children may think:</p> <ul style="list-style-type: none"> ❖ Only four-legged mammals, such as pets, are animals humans are not animals ❖ Insects are not animals 	<p><u>British Values</u></p> <ul style="list-style-type: none"> ❖ Individual Liberty – to know that we have the right to make our own choice about our bodies 	<p><u>Key People</u></p> <ul style="list-style-type: none"> ❖ Animal behavioural neuroscientist – Dr Jo Montgomery ❖ Evolutionary biologist – Telma G. Laurentino ❖ Neurobiologist – Dr Aarti Sehdev

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<ul style="list-style-type: none"> ❖ All 'bugs' or 'creepy crawlies', such as spiders, are part of the insect group amphibians and reptiles are the same. 	<ul style="list-style-type: none"> ❖ Mutual respect and tolerance – to understand that we are all different yet all have a human body and senses. 	<ul style="list-style-type: none"> ❖ Immunologist – Dr Marie Geopp
<p>Christian Values</p> <ul style="list-style-type: none"> ❖ <u>Courage</u> Asking our own questions and investigating new ideas. ❖ <u>Respect</u> Supporting other's ideas, even if they differ to our own. ❖ <u>Trust</u> Celebrating everyone's unique ideas and working together collaboratively. 		<p>Future learning</p> <ul style="list-style-type: none"> ❖ 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)
<p>Prior learning</p> <ul style="list-style-type: none"> ❖ Use all their senses in hands-on exploration of natural materials. (Nursery - Humans) ❖ Name and describe people who are familiar to them. (Reception - Humans) 	<p>Key questions</p> <ul style="list-style-type: none"> ❖ Do people with big hands have big feet? ❖ Which part of my body is good for feeling, which is not? ❖ Which food/flavours can I identify by taste? ❖ Which smells can I match? 	