

## Science Scheme of Work

Year 1 – Types of Animals (Animals Including Humans )	
Links made with other subjects	PHSE our body Geography – Where do the animals live?
The BIG Question	Are all animals the same?
The BIG Outcome	Label/ explain the difference between 2 different animals or Venn Diagram
Science objectives (link to NC)	-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.
Prior knowledge What prior knowledge is needed for children to be successful in this unit?	<i>Children already know:</i> EYFS – Understanding the world - Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.
Future learning Consider the conceptual knowledge within a subject that pupils need for future learning not just the recall of facts but the importance of concepts	This unit gives prior knowledge to: Yr 2 - <b>Animals Including Humans (Feeding &amp; Exercise and Living Things)</b> Yr 3 - <b>Animals Including Humans (Movement and Feeding)</b> Yr 4 - <b>Animals Including Humans (Human Nutrition)</b> Yr 5 - <b>Animals Including Humans (Life Cycles)</b> Yr 6 - <b>Animals Including Humans (Our Bodies and Evolution and Inheritance )</b>
Science strands	<div>Related Enquiry Questions</div> <div><div>Classifying</div><div><ul style="list-style-type: none"><li>Classify animals they have seen/have first-hand experience of, choosing their own criteria to do so.</li><li>Classify animals based on physical structure.</li><li>Classify animals they have first-hand experience of based on what they eat (plants, other animals, both). (Complete this after the research.)</li></ul></div></div> <div><div>Observing over time</div><div>Observe animals in the local environment throughout the year.</div></div> <div><div>Pattern Seeking</div><div>Not relevant</div></div> <div><div>Comparative testing</div><div>Not relevant</div></div> <div><div>Researching</div><div><ul style="list-style-type: none"><li>- Use secondary sources to name animals seen in the local environment that they may not currently be able to name (e.g. birds: magpie, blackbird).</li><li>Research what animals they have first-hand experience of eat</li></ul></div></div>
Vocabulary/ Glossary	Names of animals <b>experienced first-hand</b> from each vertebrate group
Knowledge (see italics for knowledge to remember)	<div>The knowledge that children will learn and remember:</div> <div><div>(They do not need to use the terms mammal, reptiles etc. or know the key characteristics of each although they will probably be able to identify birds and fish, based on their characteristics.)</div><div><div>1. <i>Names of animals experienced first-hand from each vertebrate group</i> (Mammal, reptile, birds, fish and amphibians)</div><div>Examples most likely children are familiar with include:</div></div></div>

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	<p>Amphibians: <i>Frogs, toads, newts</i>  Mammals: Dogs, Humans, Cats  Fish: Goldfish  Reptiles: turtles, snakes, crocodiles  Birds: Robin, Pigeon,</p> <p>2. Animals eat certain things - some eat other animals (Cats, Dogs, Humans)  3. Some eat plants (Cows)  4. Some eat both plants and animals. (Hedgehogs, Birds, Foxes)</p>
<b>SEND expectations</b>	<p>1. <i>Names of some animals experienced first-hand from each vertebrate group</i>  2. Animals eat certain things - some eat other animals, some eat plants, some eat both plants and animals.</p>
<b>Common Misconceptions</b>	<p>Some children may think:</p> <ul style="list-style-type: none"> <li>- only four-legged mammals, such as pets, are animals</li> <li>- humans are not animals</li> <li>- insects are not animals</li> <li>- all 'bugs' or 'creepy crawlies', such as spiders, are part of the insect group</li> <li>- amphibians and reptiles are the same.</li> </ul>