

## Science Scheme of Work

Year 1 – Parts of Animals (Animals Including Humans )	
Links made with other subjects	PHSE our body Geography – Where do the animals live? Using the sense – poetry
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)	- 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.
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>Children generate questions for investigation such as:<ul style="list-style-type: none"><li>Do people with longer arms have longer legs?</li><li>Can more people identify prawn cocktail crisps than cheese and onion?</li><li>Do all animals with ..... have .....?</li></ul></div></div> <div><div>Comparative testing</div><div>Can I taste the difference between different flavoured crisps/skittles/smarties?</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	Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves Senses – touch, see, smell, taste, hear, fingers (skin),nose, tongue
Knowledge (see italics for knowledge to remember)	The knowledge that children will learn and remember:  1. <i>Animals vary in many ways having different structures e.g. wings, tails, ears etc.</i>

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	<ol style="list-style-type: none"> <li>2. <i>They also have different skin coverings e.g. scales, feathers, hair. (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.)</i></li> <li>3. <i>Key features such as scales can be used to identify them.</i></li> <li>4. <i>Animals eat certain things - some eat other animals, some eat plants, some eat both plants and animals. (The children do not need to use the words carnivore, herbivore and omnivore. If they do, ensure that they understand that carnivores eat other animals, not just meat.)</i></li> <li>5. <i>Humans have key parts in common, but these vary from person to person.</i></li> <li>6. <i>Humans (and other animals) find out about the world using their senses.</i></li> <li>7. <i>Humans have five senses – sight, touch, taste, hearing and smelling.</i></li> <li>8. <i>These senses are linked to particular parts of the body.</i></li> </ol>
<b>SEND expectations</b>	<ol style="list-style-type: none"> <li>1. <i>Animals vary in many ways having different structures e.g. wings, tails, ears etc.</i></li> <li>2. <i>They also have different skin coverings e.g. scales, feathers, hair</i></li> <li>3. <i>Humans have key parts in common, but these vary from person to person.</i></li> <li>4. <i>Humans have five senses – sight, touch, taste, hearing and smelling.</i></li> </ol>
<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>