



# St James' Church of England Primary School

## Science Overview Sheet



### Year 1 – Animals Including Humans (Part 1 and Part 2)



**Rationale:** In this unit about Animals Including Humans, children will learn about five of the groups that scientists use to classify animals: mammals, fish, birds, reptiles and amphibians. They will learn to identify the group an animal belongs to by its features and will classify animals according to their group. They will also learn about the different diets animals eat. Children will learn about the parts of the human body and have the opportunity to explore the five senses through a simple investigation. In the final lesson, children will use all their knowledge from this unit to classify animals according to their own criteria.

**Pre-unit task:** Knowledge Organiser Quizzes

**Working Scientifically:**

Part 1

- Using their **observations** to **compare and contrast** animals [humans] at first hand or through videos and photographs.
- Using their **senses** to compare different textures, sounds and smells.
- Using their **observations** to **compare and contrast** animals at first hand or through videos and photographs.
- **Describing how they identify and group them..**
- **Grouping animals according to what they eat.**
- **Using their senses.**

**Statutory Requirements:**

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Recognise that humans are animals.
- Compare and describe differences in their own features (eye, hair, skin colour, etc.).
- Recognise that humans have many similarities.
- 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, and including pets).
- Find out and describe how animals look different to one another.
- Group together animals according to their different features
- Recognise similarities between animals:  
Structure: head, body, way of moving, senses, body covering, tail.
- Animals have senses to explore the world around them and to help them to survive.
- Recognise that animals need to be treated with care and sensitivity to keep them alive and healthy. Animals are alive; they move, feed, grow, use their senses and reproduce.

#### Overview:

Lesson 1: Observing Animals - To identify and name some common animals.  
Lesson 2: Comparing Animals – To describe and compare the structure of a variety of common animals.  
Lesson 3: Animal Diets - To identify, name and sort animals that are herbivores, carnivores and omnivores.  
Lesson 4: The Human Body - To name and label the parts of the human body.  
Lesson 5: Senses – To name the five senses and to perform simple tests to find out more about them.  
Lesson 6: Sorting Animals - To sort animals according to a criteria.

#### Cross Curricular Links

##### Resources

**Standard School Equipment:** • Camera (if required) • Pencils  
• Clipboards • Non-fiction books about animals/animal groups. • Whiteboards and pens • Other non-fiction books about animal diets (if required) • Scissors • Glue • Sticky notes • A3 paper • 2 teddies, blindfold, book, plastic building blocks, paper, pencils, coat or jumper, very simple jigsaw puzzle, maracas (or rice in a plastic tub), drum, triangle, tambourine, bell, dinosaur, sandpaper, ice, wooden block.  
**Resources That May Need Purchasing :** • scented solid soap, oranges, lemons, solid chocolate, ready salted crisps, banana, raspberries (or alternatives).

### Notes and Guidance

**Most Children will** • Children can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Children can describe and compare the observable features of animals from a range of groups. • Children can name and identify animals that are herbivore, carnivore or omnivore. • Children can name and locate parts of the human body and begin to make suggestions about what some parts of the body do. • Children can name the five senses and the part of the body they are related to. Children can explain how they use each of their senses. • Children can identify a variety of common animals

**Less Able Children will:** • Children can name some common animals including fish, amphibians, reptiles, birds and mammals. • Children can describe the observable features of animals. • Children can begin to name a variety of common animals that are herbivore, carnivore and omnivore. • With support, children can name and locate parts of the human body. • Children can, with support, name the five senses and the part of the body they are related to. • Children can identify and name some animals.

**More Able Children will:** • Children can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals and recognise the group the animal belongs to. • Children can describe and compare the observable features of animals from a range of groups and apply this knowledge to unfamiliar animals from different groups, explaining the features they would expect to see. • Children can name and identify animals that are herbivore, carnivore or omnivore and explain what they eat. • Children can name, locate and label parts of the human body. Children can make suggestions about what the main parts of the body do. • Children can name the five senses and the part of the body they are related to. Children can explain how they use each of their senses and how they keep them safe. • Children can identify a wide range of common animals