

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Science year Y1 Animals including humans (classification)

NC/PoS:

- 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.

Prior Learning (what pupils already know and can do).

Know there are different types of animals that live in different places - ocean, woodlands.
Through visit to the zoo encountered animals not usually found in the UK.
Senses have been taught in EYFS.

End Goals (what pupils MUST know and remember)

- Know the animal kingdom is classified into fish, amphibians, reptiles, birds, and mammals
- Know a carnivore feeds on other animals, examples are fox, shark, crocodile, frog, owl
- Know an herbivore feeds on plants, examples are cows, pigeon, tortoise, parrotfish
- Know an omnivore feeds on both animals and plants, examples are lizards, bears, yellow-legged frog, crow, goldfish
- Know five of the senses are associated with the following: hands-touch; nose-smell; mouth-taste; eyes-see and ears-hear
- Name examples of fish: trout, salmon, cod, plaice
- Name examples of amphibians: frog, newt, toad
- Name examples of reptiles: lizard, snake, turtle, alligator
- Name examples of birds: sparrow, blackbird, robin, chicken
- Name examples of mammals: humans, dog, rat, bear
- Know animals can be warm or cold blooded

Key Vocabulary: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, ankle, tongue, shoulder, stomach, nose, sense, smell, sight, touch, taste, hear, group, classification, animal kingdom, amphibians, reptiles, birds, fish and mammals, omnivore, herbivore, carnivore, meat, grains, plants and leaves, fruit and vegetables, warm blood, cold blooded

Session 1: review prior learning

What animals can you find at a farm and a zoo? Name the five senses

Session 2: Recap: name the senses

FOCUS: to identify and name parts of the body

<https://www.youtube.com/watch?v=BwHMMZQGFoM> parts of the body song

Play 'Simple Simon says...' with teacher, then in pairs

Using labels on the table, in small groups place in the correct place

Children draw a simple body and label the parts

Vocabulary: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, ankle, tongue, shoulder, stomach, nose

Session 3: Recap: play 'Simple Simon says...'

FOCUS: to observe the senses

<https://www.youtube.com/watch?v=291CickZmdo> taste, touch, feel

Take the children outside to focus on their senses.

Using your sight what can you see.....?

Using your hearing what can you hear... etc.

Record what they sense

Vocabulary: sense, smell, sight, touch, taste, hear

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Session 4: Recap: match the sense to its body part

FOCUS: to group animals according to their classification

Watch https://www.youtube.com/watch?v=2wurZciX_N4

Use the power point from YPTE (Young Peoples Trust for the Environment)

Sort photographs of different animals and sort them depending on their classification include trout, salmon, cod, plaice, frog, newt, toad, lizard, snake, turtle, alligator, sparrow, blackbird, robin, humans, dog, rat, bear

- Fish – have a backbone, gills and fins
- Amphibians – have moist, scale less skin that absorbs water and oxygen
- Reptiles – have tough scales and efficient lungs for breathing air.
- Birds - have a light skeletal system and muscles to help it fly.
- Mammals – have hair or fur, female produce milk for their young

Children record the groupings with reasons why

Which ones are warm/cold blooded?

Cold blooded: do not have a constant body temperature but instead take on the temperature of their environment e.g. fish, reptiles and amphibians

Warm blooded: animals maintain a constant body temperature e.g. mammals and birds

Vocabulary: group, classification, animal kingdom, amphibians, reptiles, birds, fish and mammals, warm blooded, cold blooded

Session 5: Recap: match an example of amphibian, reptile, bird, fish and mammal with the correct features. Name 3 of each: amphibian, reptile, bird, fish and mammal

FOCUS: to identify animals that eat different diets

<https://www.youtube.com/watch?v=QJOMuPMBFx0&t=21s>

Give children a variety of photographs of animals and let them predict which diet they eat.

They go through them

Children record some of the things they found out e.g., the snake is a reptile that eats small rodents so is a carnivore, but a tortoise is an herbivore.

N. B. only 5% of fish are herbivores

Vocabulary: omnivore, herbivore, carnivore, meat, grains, plants and leaves, fruit and vegetables

Week 6: Recap: Name 3 animals that are herbivores, 3 that are carnivores and 3 that are omnivores

FOCUS: to present and record data

Children bring in photographs of any pets (within their family) and what they eat

Record in a pictogram

Vocabulary: present, record, data, pets

Link to career:

Zoologist, Zookeeper

Scientists who have helped develop understanding in this field: Carl Linnaeus