

Year 1 Animals including humans (Biology)



Prior and future learning

Prior Knowledge	What's next?
<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Begin to make sense of their own life-story and family's history. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise some environments that are different to the one in which they live. 	<ul style="list-style-type: none"> • I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air). • I can describe the importance for humans of exercise and eating the right amounts of different types of food. • I can describe how good hygiene is important for preventing infections and illnesses. • I can describe what a life cycle is. • I can describe that animals have offspring which grow into adults, using scientific names for the stages. • I can describe that humans have offspring which grow into adults, using scientific names for the stages. • I can talk about a life cycle and explain each stage.

Track your learning

How I will show what I have learned	☹️	😐	😊
I can name a range of animals which includes animals from each of the vertebrate groups.			
I can describe the key features of these named animals and label key features on a picture/diagram.			
I can write descriptively about an animal.			
I can label parts of the body on pictures and diagrams			
I can explore objects using different senses.			

Key Knowledge I need to understand

- 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 (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.

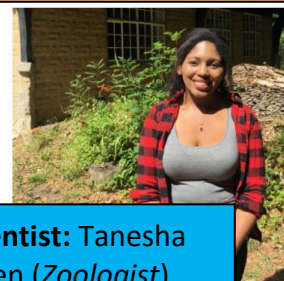
Possible texts to read:

Snail Trail – Ruth Brown

Superworm – Julia Donaldson + Axel Sheffler

Working scientifically assessment:

Animal classification, body parts.



Scientist: Tanesha Aleen (Zoologist)

Link to maths curriculum:

Measurement:

- Comparing parts of the human body e.g. hand span (*Compare lengths and heights, using the vocabulary, long/short, longer/shorter, double/half, specified in the maths curriculum*).
- Measuring parts of the human body e.g. foot length. (*Measure lengths and heights, using non-standard discrete units and then manageable common standard units*).

Vocabulary

backbone	the column of small linked bones down the middle of your back
carnivores	an animal that eats meat
cold-blooded	a body temperature that changes according to the surrounding temperature
environment	all the circumstances, people, things, and events around them that influence <u>their</u> life
farm	an area of land used to produce crops or to breed animals and livestock
gills	the organs on the sides of fish and other water creatures through which they breathe
herbivore	an animal that only eats plants
invertebrate	a creature that does not have a spine, for example an insect, a worm, or an octopus
omnivore	person or animal eats all kinds of food, including both meat and plants
pet	a tame animal kept in a household
temperature	a measure of how hot or cold something is
vertebrate	a creature which has a spine
warm-blooded	a <u>fairly high</u> body temperature which does not change much and is not affected by the surrounding temperature
wild	animals or plants that live or grow in natural surroundings and are not looked after by people