Science – Year 1

Summer 2	Animals including humans – All about animals					
Prior learning	EYFS - Discover that plants are living things, learn where they come from, explore how to look after plants. Year 1 - parts of the human body					
Lesson objective	Discover animal families	Learn about the differences between mammals and birds	Learn about the differences between amphibians, reptiles and fish	Discover the types of food living things eat	Explore the difference between wild animals and pets	Explain the characteristics of an animal
Key vocabulary	fish amphibian reptile mammal bird	feather warm-blooded characteristic backbone hatchling	amphibian reptile gills scale cold-blooded	herbivore carnivore omnivore predator canines	pet wild shelter veterinary natural	similarities differences compare unsuitable climate
Creative context						
Substantive knowledge	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	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 and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
Disciplinary knowledge	Group and sort	Use observations and ideas to suggest answers to questions Group and sort	Use observations and ideas to suggest answers to questions Group and sort	Use observations and ideas to suggest answers to questions Group and sort	Use observations and ideas to suggest answers to questions Group and sort	Use observations and ideas to suggest answers to questions Group and sort
Recorded learning	Sort pictures into the correct animal groups.	Draw a mammal and a bird. Using the word bank, label diagrams.	In pairs play the 'Guess my animal' game.	Sort pictures of animals into a Venn diagram.	Sort the animals into 2 groups; suitable for a pet and not suitable for	Produce a fact file for an animal. They may wish to use their pet or they

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	Challenge Task: Describe what each group of animals have in common using the word bank provided. Draw an animal from each group and write an accompanying description.	Consider what mammals and birds have in common. Challenge Task: Using the word bank, write a simple sentence which explains what mammals and birds have in common.	The 'guessing' partner needs to ask at least 2 questions before suggesting the animal. For instance: 'Does your animal have scales?' or 'Is your animal a reptile?' Challenge Task: Compare an amphibian, reptile OR fish with a mammal OR bird. Identify the similarities and differences.	Draw their own animals onto their Venn diagram. Can they remember some of the animals from the presentation? Challenge Task: Write a sentence about each group: herbivores, carnivores and omnivores.	a pet. Ask them to discuss why the animals are sorted in a particular way. Challenge Task: Record the reasons why animals are kept as pets.	may want to choose a wild animal. They must include a picture with labels. Using the word bank provided write simple sentences about their animal. Challenge Task: Ensure to includ the group their animal belongs to, what the animal eats and whether it is wild or a pet in their face file.
Future learning	Animals including humans: Year 2 Growth; Year 3 Skeletons and muscles; Year 4 digestion; Year 5 Human development to old age; Year 6 circulation					