

Science | Year 1/2 – Animals, Including Humans | 2020-21

1. identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (Y1)
2. describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) (Y1)
3. notice that animals, including humans, have offspring which grow into adults (Y2)
4. find out about and describe the basic needs of animals, including humans, for survival (water, food and air) (Y2)
5. identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (Y1)
6. describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene (Y2)

	Assessment guidance	Key learning	Key vocabulary
Animals, Including Humans	Shows understanding of a concept using scientific vocabulary correctly	<p>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.</p> <p>Animals including humans have offspring which grow into adults. In humans and some animals these offspring will be young, such as babies or kittens, that grow into adults. In other animals, such as chickens or insects, there may be eggs laid that hatch to young or other stages which then grow to adults. The young of some animals do not look like their parents e.g. tadpoles.</p> <p>All animals including humans have basic needs of feeding, drinking and breathing that must be satisfied in order to survive, and to grow into healthy adults they also need the right amounts and types of food and exercise. Good hygiene is also important in preventing infections and illnesses.</p>	<p>Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves. Offspring, reproduction, growth, child, young/old stages (examples - chick/hen, baby/child/adult, caterpillar/butterfly), exercise, heartbeat, breathing, hygiene, germs, disease, food types (examples – meat, fish, vegetables, bread, rice, pasta)</p>
	Applying knowledge in familiar related contexts, including a range of enquiries	<p>Make first hand close observations of animals from each of the groups. Compare two animals from the same or different group. Classify animals using a range of features. Identify animals by matching them to named images. Ask people questions and use secondary sources to find out about the life cycles of some animals. Observe animals growing over a period of time e.g. chicks, caterpillars, a baby. Ask questions of a parent about how they look after their baby. Ask pet owners questions about how they look after their pet. Explore the effect of exercise on their bodies. Classify food in a range of ways, including using the Eatwell guide. Investigate washing hands, using glitter gel.</p>	

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Lesson Progression	
1	Hygiene – hand washing
2	Classify animals into different groups
3	Label body parts of different animals
4	Compare animals within and between different groups
5	Animal offspring
6	Offspring growing into adults
7	Identify the basic needs of humans and animals.
7	Identify, name and label the basic parts of the human body.
8	Human senses - which part of the body is associated with each sense.
9	Healthy Eating
10	Exercise
Spring Term	<ul style="list-style-type: none">• Tadpole life cycle