

Science

Subject: Science Year group: 1/2

Cycle: Spring 2 A

Focus: Animals including humans.

Biology

Intent

To develop—regardless of gender, ability or background –children with knowledge and understanding of advances in science, famous scientists, important discoveries and scientific vocabulary, so that children are excited by science.

Specific Knowledge—Key Vocabulary	
Word	Definition
Carnivore	Animals that eat other animals.
Herbivore	Animals that only eat plants.
Omnivore	Animals that eat plants and other animals.
Fish	Live in water. They breathe using special organs called gills.
Reptiles	Cold-blooded animals that are characterised by their scales and their ability to lay eggs.
Birds	Birds are warm-blooded vertebrates that evolved from dinosaurs.
Amphibians	A cold-blooded vertebrate that spends some time on land but must breed and develop into an adult in water.
Mammals	Include humans and all other animals that are warm-blooded vertebrates with hair.
Vertebrates	Animals that have a backbone inside their body.
Invertebrates	Animals without a backbone or bony skeleton.

What should I already know?

Some animals are pets and some are not.
The names of some animals.
There are differences between animals.

Pre Learning Recap

Can you describe some animals?

Can you name some animals that are pets? That are wild animals?

Can you name some of your body parts?



Scientists/Innovators

Chris Packham is an English naturalist, nature photographer, television presenter and author, best known for his television work including the CBBC children's nature series 'The Really Wild Show' from 1986 to 1995. He has also presented the BBC nature series Spring watch, including Autumn watch and Winter watch. since 2009.

Enabling Knowledge

- To identify, name, draw and label the basic human body parts.
- To know what body parts are associated with each sense.
- Identify and name a variety of common animals in different groups.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- To describe and compare the structure of common animals.
- To compare known human body parts to common animal parts.

Key Questions

Can you identify, name, draw and label the basic human body parts?

Can you name a body part for each of the senses?

Can you name common animals and group them, saying how you have

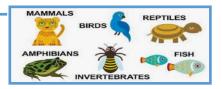
grouped them?

Can you name some animals that are herbivores? Carnivores? Omni-

vores?

What is the structure of a common animal like?

Can you compare human and animal parts, what is similar or different about them?





Diagram

Assessment—apply learning: To name some common animals and if they are a carnivore, herbivore or a omnivore. To name simple parts of the human body and compare this to common animals body parts.