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|  | Year | 1 | Topic | Animals, including humans |
| <div><div><input type="checkbox"/> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</div><div><input type="checkbox"/> Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</div><div><input type="checkbox"/> Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</div><div><input type="checkbox"/> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</div></div> | | | | |
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| Prior learning | | Future learning | | |
| <div><div><input type="checkbox"/> Use all their senses in hands-on exploration of natural materials. (Nursery - Humans)</div><div><input type="checkbox"/> Name and describe people who are familiar to them. (Reception - Humans)</div></div> | | <div><div><input type="checkbox"/> Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. (Y2 - Living things and their habitats)</div><div><input type="checkbox"/> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. (Y6 - Living things and their habitats)</div><div><input type="checkbox"/> Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats)</div></div> | | |
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| WHAT PUPILS NEED TO KNOW OR DO TO BE SECURE | | | | |
| Show understanding of a concept using scientific vocabulary correctly | | | | |
| Key learning | | Possible evidence | | |
| <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 eat certain things - some eat other animals, some eat plants, some eat both plants and animals.</p> <p>Humans have key parts in common, but these vary from person to person. Humans (and other animals) find out about the world using their senses.</p> <p>Humans have five senses – sight, touch, taste, hearing and smelling. These senses are linked to particular parts of the body.</p> | | <div><div><input type="checkbox"/> Can name a range of animals which includes animals from each of the vertebrate groups</div><div><input type="checkbox"/> Can describe the key features of these named animals</div><div><input type="checkbox"/> Can label key features on a picture/diagram</div><div><input type="checkbox"/> Can write descriptively about an animal</div><div><input type="checkbox"/> Can write a What am I? riddle about an animal</div><div><input type="checkbox"/> Can describe what a range of animals eat</div><div><input type="checkbox"/> Can play and lead ‘Simon says’</div><div><input type="checkbox"/> During PE lessons, can follow instructions involving parts of the body</div></div> | | |

- ☐ Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves
- ☐ Names of animals experienced first hand from each vertebrate group
- ☐ Parts of the body including those linked to PSHE teaching
- ☐ Senses – touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue

