

Year	1	Topic	Animals, including humans
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- ☐ Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- ☐ 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, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Prior learning	Future learning
<input type="checkbox"/> all their senses in hands-on exploration of natural materials. (Nursery - Humans) <input type="checkbox"/> and describe people who are familiar to them. (Reception - Humans)	<p>how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different</p> <p>sources of food. (Y2 - Living things and their habitats)</p> <p>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)</p> <p><input type="checkbox"/> reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats)</p>

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</p> <p>etc. They also have different skin coverings e.g., scales, feathers, hair. These</p> <p>key features can be used to identify them.</p> <p>Animals eat certain things - some eat other animals, some eat plants, some</p> <p>eat both plants and animals.</p> <p>Humans have key parts in common, but these vary from person to person.</p> <p>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</p> <p>senses are linked to particular parts of the body.</p>	<p><input type="checkbox"/> Xav name a range of animals which includes animals from each of the</p> <p>vertebrate groups</p> <p><input type="checkbox"/> Xav describe the key features of these named animals</p> <p><input type="checkbox"/> Xav label key features on a picture/diagram</p> <p><input type="checkbox"/> Xav write descriptively about an animal</p> <p><input type="checkbox"/> Xav write a What am I? riddle about an animal</p> <p><input type="checkbox"/> Xav describe what a range of animals eat</p> <p><input type="checkbox"/> Can play and lead 'Simon say's</p> <p><input type="checkbox"/> During PE lessons, can follow instructions involving parts of the body</p>

Key vocabulary

- ☐ 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