Topic Title: Animals including humans   **Year Group**:   1   **Academic Year**: 2022-2023

Science Intent: To identify and classify a variety of common animals based on their structure but also by what they eat.

Prior Scientific Learning/Linked Topics: **Linked to Early Learning Goals.**	Literacy Links (including texts/media used): Links to Phonics. Chicken Licken, Rosie's Walk, Farmer Duck, Meg's Christmas, Fix It Duck!	Maths Links: money, 3D shapes, time, place value 11-20, addition and subtraction. Time and months of the year.		
Scientific Knowledge	**Working Scientifically**			
	Observing and Measuring over time	**Identifying, classifying and grouping**	**Comparative and fair testing (controlled investigations)**	**Research**
• Use simple observations and ideas to suggest answers to questions. • 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	Asking simple questions about the world around us- asking where different animals come from. Observing: What do they eat? Herbivore, Omnivore or Carnivore? Use observations and ideas to suggest answers to questions. To say what I am looking for.	Begin to recognise that they can be answered in different ways. Identify and classify. Identify the different types of animals, how could they be classified. Observe and identify, compare and describe. Identify the animals, compare them to others and describe the animals. The children must be able to compare and contrast, so	Similarities and differences between different animals; and discussed whether any animal could be classified under different animal types.	Use simple secondary sources to find answers. Can find information to help from books and computers with help. Using previous knowledge to inform the future

omnivores. • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • Identify and classify with some support. • To begin to observe and identify, compare and describe. • To begin to use simple features to compare objects, materials and living things and, with help, decide how to sort and group them.	Observations by looking at different animals and comparing the structure of these animals.	that they can identify the animal correctly. Classify animals based on whether they are herbivore, carnivore or omnivore. Drawing on previous knowledge, by looking at animals that is known and comparing to animals that might be less known.		learning. Visiting a farm or zoo, allows the children to find out information first hand.

Content:

- Look at farms, children to discuss what animals there are, talk about the similarities and differences.

- Children to discuss and compare the difference between Animals- they discussed whether the animals were herbivore, carnivore or omnivore. They would discuss what key features each animal had; such as a sheep has woolly fur, chicken has a beak.

- Children looked at the animal groups and had to discuss the similarities and differences between the animals. They had to organise the animals based on their characteristics and organised them in the correct animal group. The children worked in groups to organise the animals into the correct animal group using animal pictures and animal word name flashcards.

- Class Discussion and then the children would identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

- As an activity, the children would identify animal body parts associated with each animal- the children labelled the main parts of the different animals and make comparisons between the different animals.

- What kind of animals do you see at the farm? What is the same and different about the animals? The children discussed the animals that they had seen at the Farm, they discussed what was similar and different between the animals.

- Children to discuss where Animals live- compare different types of locations- farms, cities, towns. What are the main differences between these? What is the best location for a farm?

- The children to made 3D animals using 3D shapes- discussion about what shape would be best to make different animals. What are the key features of these animals?

- Use 'Chicken Licken' to incorporate the animals that they learnt when looking at Farms, but also to aid them with their Phonics. Chicken Licken has various digraphs which are covered within this term. Gives children the opportunity to recap what they know/use what they've learnt to read the story effectively.

Key Vocabulary:

Animal, Omnivore, Herbivore, Carnivore
Mammal, Bird, Fish, Amphibian, Reptile
Identify, compare, organise, discuss
Similarities, differences, key features
Farm, Village, City, Town