

***Our Intent is: To develop inquisitive children who are excited about investigating with curiosity, "How can scientific enquiry explain the world?" Exploring answers by gathering and analysing evidence.***



## Forton Primary School Science

### Nicky Nook Class Summer 1 & 2 Year A

**Key Concept:** Animals, including humans

**Key Question:** True or False: All animals are the same.

#### **N.C. LINKS:**

**Animals, including humans** Pupils should be taught to:

- 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)

#### **Unit Overview:**

Identify and classify animals carnivores, herbivores and omnivore.

Describe features of fish, animals, birds amphibians.

#### **Vocabulary:**

- Amphibians
- Reptiles
- Birds
- Fish
- Mammals

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- Carnivores
- Herbivores
- Omnivores
- Structure
- Classify
- Identify

#### **New Knowledge Progression:**

- Identify and name a variety of common animals including some fish, some amphibians, some reptiles, some birds and some mammals.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores (i.e. according to what they eat).
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, and including pets).
- Find out and describe how animals look different to one another.
- Group together animals according to their different features.

#### **Building on Prior learning from EYFS:**

Explore/observe – look closely at/notice.  
Describe – Talk about what the notice/observe; talk about changes they notice and changes over time.  
Record – draw pictures, take photographs, make models or scrapbooks.  
Questioning – show an interest I /be curious about, ask questions about what they notice/ observe or changes that occur.  
Explain – talk about why things happen/occur; talk about how things work.  
Research – talk to people (visits/visitors/family), think of questions to ask to find things out and find out how things work; use first hand

#### **Building on Prior learning when B follow A:**

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Recognise that humans are animals.
- Compare and describe differences in their own features (eye, hair, skin colour, etc.).
- Recognise that humans have many similarities.

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experiences/use secondary sources (eg books, photographs, internet).  
*Equipment and measures* – use senses/use simple equipment to make observations (eg magnifiers, pipettes, egg timers, digital microscopes etc).  
*Compare/sort/group/identify/classify* – notice similarities, notice differences: talk about similarities and/or differences.  
*Test* – make suggestions, show resilience, work with others.  
*Vocabulary* - use simple vocabulary to name and describe objects, materials, living things and habitats.

- Notice that humans have offspring which grow into adults.
- Find out about and describe the basic needs of humans, for survival (water, food and air).
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- Medicines can be useful when we are ill.

### **Key Skills (Disciplinary)**

- Use simple scientific language to talk about / record what they have noticed.
- Use observations to make suggestions and / or ask questions.
- Observe and describe simple processes / cycles / changes with several steps (*e.g. growth cycle, simple food chain, saying how living things depend on one another*).
- Observe closely and communicate with increasing accuracy the features or properties of things in the real world.
- Use observations to make suggestions and / or ask questions.
- Look / observe closely and communicate changes over time.
- Look / observe closely and communicate the features or properties of things in the real world.  
Observe closely using their senses.
- Decide how to sort and group objects, materials or living things.
- Say how things are similar or different.

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- Compare and contrast simple observable features / characteristics of objects, materials and living things.
- Ask simple questions about what they notice about the world around them.
- Demonstrate curiosity by the questions they ask.
- Use simple and appropriate secondary sources (such as books, photographs, videos and other technology) to find things out / find answers.

**Sequence of Lessons:**

1. LO: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
2. LO: Identify and classify animals that are carnivores, herbivores and omnivores.
3. LO: Explore the structure of a variety of common animals.
4. LO: Compare how animals look different to each other.
5. LO: Sort animals according to their different features.

**Enhancements:**

Leighton Moss RSPB

**End of Unit Outcome:**

A fact file about a variety of common animals, including carnivores, herbivores and omnivores.