

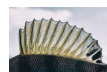








Key Ideas & Vocabulary

Animals vary in many ways. They have different structures such as wings, tails, ears. They also have different skin coverings such as scales, feathers, hair. These key characteristics can be used to identify them. Animals eat certain things - some eat other animals, some eat plants, some eat both plants and animals. 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. Humans have five senses – sight, touch, taste, hearing and smell. These senses are linked to particular parts of the body.

body parts		A part of a body: head, arm, eyes, ears, nose, mouth, teet, tongue.
beak		The nose and mouth of birds and turtles.
fin		A thin, flat body part of a fish which is used for swimming or balance.
feather		A soft, light part of a bird that grows from the skin and covers the body.
fur		Fur is a thick growth of hair that covers the skin of many different animals especially mammals.
scales		A small, hard plate that grows out of the skin (of fish and reptiles).
senses		How we experience the world. The senses are touch, sight, smell, taste and hearing.

Knowledge I already have

- In Reception, I observed and talked about similarities and differences between different living things. I also made observations of animals and explained why some things occur, and talked about changes.

Future Knowledge

- In year 2, I will describe how animals obtain their food from plants and other animals, using the idea of a simple food chain. I will identify and name different sources of food. - In year 6, I will 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. - In year 6, I will give reasons for classifying plants and animals based on specific characteristics.

Scientific Enquiry

Identifying and Classifying

- I will identify animals from each of the groups using simple secondary resources such as identification sheets.

Pattern Seeking

- I will make first-hand close observations of parts of the body, compare them and take measurements using non-standard units.

Comparative or Fair Testing

- I will investigate human senses e.g. by matching images to smells, tasting and feeling tests.

New Knowledge

By the end of this unit:

- I will be able to identify and name different common animals including fish, amphibians, reptiles, birds and mammals.
- I will be able to give examples of fish, amphibians, reptiles, birds and mammals.
- I will be able to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).
- I will be able to identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- I will be able to identify, name, draw and label the basic parts of the human body.
- I will be able to name the senses and say which part of the body is associated with each sense.

mammal	Warm-blooded with hair/fur and lungs. Most give birth to live babies.
reptile	Cold-blooded with lungs and scales. Most lay eggs.
amphibian	Cold-blooded. Live on land or in water. Nearly all lay eggs. Hatch with gills, then develop lungs.
bird	Warm-blooded. Lay eggs. Have lungs, a beak, feathers, two legs and two wings. Most but not all fly.
fish	Live in water. Have gills not lungs. Most lay soft eggs. No legs.