



Hartford Primary School

YEAR GROUP	1	SUBJECT	Science	TERM AUTUMN	Animals including Humans <i>Plus 3 weeks on seasonal change, plants in Autumn</i>
National Curriculum Statements	Pupils should be taught to: <ul style="list-style-type: none"> • 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 Science – key stages 1 and 2 8 Statutory requirements • 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 				
Prior Learning (What should they already know)	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes. (Early Learning Goal)				
Misconceptions	Some children may think: • plants are flowering plants grown in pots with coloured petals and leaves and a stem • trees are not plants • all leaves are green • all stems are green • a trunk is not a stem • blossom is not a flower.				
RETRIEVAL VOCABULARY	Head, shoulders ,knees, toes, eyes, ears, mouth , nose, Taste, sight, touch, smell, hearing, senses	NEW VOCABULARY	eyebrows, eyelashes, elbows, ankles, heel, teeth, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves		

	Essential Learning for this lesson	Suggested teaching tasks/approaches	New Knowledge – What I'm leaving the lesson with
LESSON 1	LO: I can identify, name, draw and label basic parts of the human body. WS: I can observe features of the human body. SE- I can identify different parts of the human body	Play Simon Says to introduce body parts listed above in vocabulary section. Lesson 1 from Plymouth Science Draw round partner outside and match labels to parts of the body.	Humans have key parts in common, but these vary from person to person. To be able to name to point to and identify the body parts : eyebrows, eyelashes, elbows, ankles, heel, teeth.

LESSON 2	<p>LO: I can identify, name, draw and label basic parts of the human body. WS: I can observe features of the human body.</p> <p>SE- I can identify different parts of the human body</p>	<p>Play Simon Says to revise body parts. Teach children how to label by drawing a line to a body part.</p> <p>Complete activity matching labels to parts of the human body.</p>	<p>Humans have key parts in common, but these vary from person to person.</p> <p>I know how to label a picture of a human.</p>
LESSON 3	<p>LO ; To know the 5 senses (touch, taste, smell, hearing and sight) and I can say which part of the body is associated with each sense.</p> <p>WS : I can complete a table I can use my senses to explore</p>	<p>Rally Robin body parts to recap. Recap the 5 senses and the body part they are associated with.</p> <p>Ask children to close eyes and listen to sounds they can hear. At end of 1 minute ask them to tell their partner what they could hear. Record in a list on board. (Can use link on slide 33 On Plymouth Lesson to listen to sounds.)</p> <p>To go on a listening walk around school. What can we hear. Record on activity sheet when back in class.</p>	<p>Humans (and other animals) find out about the world using their senses. Humans have five senses – sight, touch, taste, hearing and smelling. These senses are linked to particular parts of the body.</p>
LESSON 4	<p>LO ; To know the 5 senses (touch, taste, smell, hearing and sight) and I can say which part of the body is associated with each sense. <u>Focus on sense of smell</u></p> <p>WS : I can complete a table I can use my senses to explore</p>	<p>Rally Robin Body parts Talking partner – can they remember the 5 senses. Plymouth Science – slide 19 lesson 2. Discuss sense of smell.</p> <p>Children to complete smell pots activity. Put 5 different items in smell pots with strong smells, eg lemon, coffee, lavender, vinegar, chocolate. Can children guess food/object from smell? Record in a table.</p>	<p>We can use our sense of smell to identify different foods/items without looking at them.</p>
LESSON 5	<p>LO ; To know the 5 senses (touch, taste, smell, hearing and sight) and I can say</p>	<p>Children complete activity to investigate sense of taste. Plymouth Lesson 2- taste test</p>	<p>We can use our sense of taste to explore different foods. Tastes can be different and I might like some but not others.</p>

	<p>which part of the body is associated with each sense. <u>Focus on sense of taste</u></p> <p>WS : I can complete a table I can use my senses to explore</p> <p>SE: I can identify each taste and categorise them into sweet, salty, sour and bitter.</p>		
<p>LESSON 6 This lesson is from the seasonal change unit</p>	<p>LO -To learn about the season of Autumn. To begin to understand the term deciduous.</p> <p>WS- To observe Autumn leaves carefully</p>	<p>Plymouth Lesson 2, Seasonal Changes Go on an Autumn walk. Be Autumn detectives and complete tick list. Pick 2 leaves and draw leaves carefully when we return.</p>	<p>The children will learn more about the season of Autumn. They will learn that the weather starts to change in Autumn. The change in weather causes many other changes; the leaves on deciduous trees change colour and start to fall off.</p>
<p>LESSON 7 This lesson is from the seasonal change unit</p>	<p>LO -To learn about the season of Autumn. To begin to understand the term deciduous.</p>	<p>Revisit what we learnt about Autumn in the previous week. Write sentences about Autumn on 'In the Autumn I see activity sheet.'</p>	<p>The children will continue to learn about Autumn. They will learn that some trees have seeds such as acorns and conkers that we find in Autumn. They will learn that some birds migrate to hotter countries and animals such as hedgehogs hibernate. They will learn that the days start to get shorter.</p>
<p>LESSON 8 This lesson is from the plants unit</p>	<p>L.O – To identify and name the names of some trees in our local area. To begin to understand the terms deciduous and evergreen</p>	<p>Trees and seeds powerpoint.</p> <p>Children to match the seeds and leaves to - Horse Chestnut, Oak, Sycamore and Pine.</p>	<p>To identify and name the leaves and seeds from a Horse Chestnut, Sycamore, Oak and Pine tree.</p>
<p>LESSON 9</p>	<p>LO- To identify and name the body parts of an animal.</p> <p>WS – To label an animal's body parts</p>	<p>Label body parts of an animal. Use vocabulary (tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves).</p> <p>PP – lesson 9 (not Plymouth- twinkl)</p>	<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>

LESSON 10	<p>LO: I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>WS: I can ask questions to identify, sort and classify.</p> <p>SE- I can sort animals into groups according to their characteristics.</p>	<p>Sort animal cards into groups to own criteria according to body parts. Eg have tails, have fur, have 4 legs. Write labels with post its.</p> <p>Take photos on ipads.</p>	<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>We can use these features to sort animals into groups according to our own criteria.</p>
LESSON 11	<p>LO: I can begin to sort animals into groups of fish, amphibians, reptiles, birds and mammals</p> <p>WS: I can ask questions to identify, sort and classify.</p> <p>SE- I can sort animals into groups</p>	<p>Sort animal cards into groups of fish, birds and minibeasts . (Also can look at mammals, reptiles and amphibians but not essential) Match pictures to labels.</p> <p>Take photos on ipads.</p> <p>Draw extra animals (minibeasts, fish and birds) for each group on post it notes.</p>	<p>We can begin to classify animals into recognisable groups using their body structure.</p> <p>These groups are – mammals, fish, birds, amphibians, reptiles and minibeasts.</p> <p>At this stage the children themselves will not to use and understand <u>all the terms</u> mammal, reptiles etc. or know the key characteristics of each, although they will probably be able to identify birds and fish, based on their characteristics. It is more for the teacher to begin to use this vocabulary in preparation for Year 4.</p>
Lesson 12	<p>LO – I know that animals eat different foods.</p> <p>SE – I can identify and classify animals into groups according to what they eat.</p>	<p>Work with a partner to sort animal cards into groups of carnivore, herbivore and omnivore.</p> <p>Children to look at pictures of the food they eat to help them to classify</p> <p>Plymouth lesson 6</p>	<p>Animals eat certain things - some eat other animals, some eat plants, some eat both plants and animals. The children also do not need to use the words carnivore, herbivore and omnivore. If they do, ensure that they understand that carnivores eat other animals, not just meat.</p> <p>Animals who only eat other animals are called carnivores.</p> <p>Animals who only eat plants are herbivores.</p> <p>Animals who eat plants and animals are called omnivores.</p>
Helpful resources to reference		<p>Plymouth Science Scheme</p> <p>BBC Bitesize</p>	