

Year 1/2 Science – Animals Autumn A National Curriculum links: Y1 - 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)		Working Scientifically - identifying and classifying - using their observations and ideas to suggest answers to questions - finding things out using secondary sources of information (from NC aims)
Prior Knowledge They make observations of animals and plants and explain why some things occur and talk about changes. (ELG)	Key Vocabulary - fish - bird - mammal - amphibian - reptile - warm-blooded - cold-blooded - beak - feathers - scales - fins - gills - carnivore - herbivore - omnivore	Assessment Children will: - Identify the 5 groups of animals: mammals, birds, reptiles, amphibians and fish. - Describe key characteristics of the 5 animal groups: Mammals: have warm blood, grows hair or fur, give birth to live young, mothers produce milk. Birds: have a beak, feathers, two legs and wings. They lay eggs. They have warm blood. Reptiles: They have dry, scaly skin. They have cold blood. They lay eggs. Amphibians: They live on land and in water. They have cold blood. They lay eggs in water. Fish: They have cold blood. They have scaly skin. They have fins and gills (which they need to breathe). They live in water. They lay eggs. - Name a variety of common animals - Classify some common animals into the 5 groups - Understand that animals have different diets - Know that a carnivore is an animal that only eats meat - Know that a herbivore is an animal that only eats plants - Know that an omnivore eats both animals and plants - Classify animals based on their diet

Expectations of learning	National Curriculum Link (s)	Learning Journey
<i>By the end of the lesson / session children should be able to:</i> - Identify the 5 groups of animals: mammals, birds, reptiles, amphibians and fish. - Describe key characteristics of the 5 animal groups: Mammals: have warm blood, grows hair or fur, give birth to live young, mothers produce milk. Birds: have a beak, feathers, two legs and wings. They lay eggs. They have warm blood. Reptiles: They have dry, scaly skin. They have cold blood. They lay eggs.	- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - identifying and classifying (ws)	Refer to DE unit year 1 all about animals - session 1 Starter/introduction – look at the given animals asking them what their main features are (children at this stage will be comfortable identifying birds and fish but less so with mammals so use deduction). When looking the images discuss their features aloud to highlight common ones. Explore the 5 groups of animals: mammals, fish, birds, amphibians and reptiles. Use whiteboard along side to bullet point/mind map the key features of each so they can be referred to for their activity later. Optional : a nice video on DE that looks at how

Amphibians: They live on land and in water. They have cold blood. They lay eggs in water. Fish: They have cold blood. They have scaly skin. They have fins and gills (which they need to breathe). They live in water. They lay eggs. - Name a variety of common animals - Classify some common animals into the 5 groups (using the above knowledge of the different groups)		alligators and crocodiles are similar and different. Task – children to sort out a variety of common animals into the correct animal groups – using the features discussed earlier. There is a challenge task to push higher ability children – identify, draw an example and explain characteristics of the groups. Could also work as a plenary – each table to explain the characteristics of one animal group.
Expectations of learning	National Curriculum Link (s)	Learning Journey
<i>By the end of the lesson / session children should be able to:</i> - Identify the 5 groups of animals: mammals, birds, reptiles, amphibians and fish. - Describe key characteristics of the 5 animal groups: Mammals: have warm blood, grows hair or fur, give birth to live young, mothers produce milk. Birds: have a beak, feathers, two legs and wings. They lay eggs. They have warm blood. Reptiles: They have dry, scaly skin. They have cold blood. They lay eggs. Amphibians: They live on land and in water. They have cold blood. They lay eggs in water. Fish: They have cold blood. They have scaly skin. They have fins and gills (which they need to breathe). They live in water. They lay eggs. Name a variety of common animals - Make comparisons between the 5 types of animal (using the above knowledge of the different groups)	- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals -describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) - using their observations and ideas to suggest answers to questions	Refer to DE unit year 1 all about animals - session 2 Starter – recall questions from previous lesson – what are the five groups of animals? Can they say which group the animals belong to? This lesson will focus on comparing mammals and birds. Look through the structure and habits of both groups (the DE presentation is good for this information but age appropriate reading texts will be good as a reference for the children and so they're not just listening). Throughout refer back to how their similar and different. Children to draw (LA/SEN be given images) of a bird and mammal, labelling them with the given word bank. <u>word bank</u> backbone fly in air live on land warm-blooded hair / fur wings feathers lay eggs live birth Children then to write simple sentence(s) that show what differences the two groups have. On the board – matching activity – can they match the names of a variety of birds and mammals to their pictures?