

# Year 1 – Spring 2 – Animals including Humans

English Journey: Non-fiction report about dinosaurs.

## NC Science

- 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)



## How do animals, including humans, stay alive?

### I know what animals need to survive.

Prepare the outdoor area as a desert island: yellow material for the island on the blue playground. Ask the children to go and sit on the yellow sheets and explain that they are now stranded on a desert island, the sun is beating down and no boats have been seen for ages. This desert island has nothing on it from your home. It has sun, sea and sand and a bit of shelter, but nothing else. What would you really miss from home if you were stuck on this island for a long time? What one thing would make you happy? Is it the same as the thing you would miss the most?

Now, what if I told you that the boat that might pass by is a small local boat and can't carry lots of things. It can only carry the things we definitely need to survive. Shall we make a list together, in case the boat comes by? (Clean water, basic food, something to stay warm and a means of keeping clean). Pick up on any of their suggestions that are non-essential and talk about what makes them so.

So what do humans need to survive? Why do we need food and water? (Nutrients and to keep hydrated, to keep our bodies working properly). Tell the children that it is unlikely a boat will come by and that sometimes people have been rescued by writing notes in bottles and throwing them in the sea. Ask the children to reach out and grab a bottle that is 'floating' in the water's edge. Give children a paper and they are to order the items on our list from most important to least important.

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Do all animals need these items to survive?

## Do all animals hunt?

I can name animals that are omnivores, carnivores and herbivores.

**Pose:** Do all animals hunt?

**Plan (adult led):**

Different stations have been set up around the classroom and children are going to use their observing skills to notice any similarities within a station and the animals there. They will also look for similarities and differences across the stations.

**Predict:** Do all animals hunt? (yes or no) Ask children to stand on either side of the room. One side represents yes and the other represents no. Encourage children to explain their reasoning.

**Present:** Tell the children the name of the 3 stations:

omnivore, carnivore and herbivore. What do these groups eat? What are the similarities between the animals at each station?

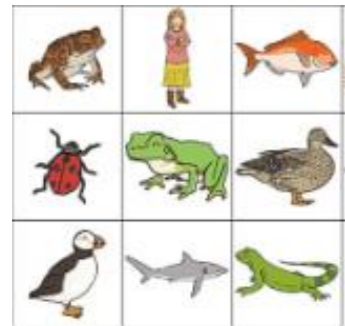
Children use dinosaurs to develop their understanding and write the similarities between the animals in each group? What other animals do you know that have these features? Children name animals today that belong in each group.

**Provide (adult led):** Do all animals hunt? Explain that some of these animals are predators and some of them are prey. A predator is an animal that hunts or preys on other animals for food. The animals they eat are known as prey.

<https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-wonders-of-nature-animals-catching-prey-hunting-food/zjnhfl4j>



## Enrichment Week



## What animals can you name?

### I can name a variety of common animals.

Can you name an animal? How many animals can you name?

Children write the name of 3 animals on a whiteboard. Compare children's answer. How many different animals did children name? Repeat again but explain that children cannot write the same animals as their partner.

Compare children's answer. Are you able to add any more animals to the class list? Repeat one more time but group children in 4s and they are not allowed to write the same animals as anyone in their group. Compare answers. Are you able to add any more animals to the class list?

Show children a range of toy animals. What can you tell me about this animal? Repeat for different animals and drip feed features about each animal as children share their answer. In groups, children choose an animal, draw a large outline on a piece of paper and write its characteristics on the outline (it eats fish, it swims in the sea, it has no legs). Repeat so that each group of 4 has 4 animals. Try to make each animal different.

Show children some videos to add more details to their animals.

<https://www.bbc.co.uk/bitesize/topics/z6882hv>

Do any of these animals have any similarities?

## How have we changed?

I can describe and compare the structure of different animals.

**Pose:** How can we sort animals?

What do we already know about animals? (refer to previous lesson) What animals can fly? What animals can swim? Etc.

**Plan (adult led):**

We are going to look at the different toys animals and use our knowledge of these animals to group animals that have similar characteristics. Create a table on the carpet using masking tape to be able to place the animals in the correct place (later to be changed to a venn diagram).

**Pick (adult led):** Agree together the criteria for today's sorting. Explore the different criteria that we could use. E.g. Can fly, can swim, 4 legs, fur,

**Predict:** Are there more animals that fly? Are there more animals that have four legs? Are there any animals that have four legs and can fly?

**Present:** Where do I place an animal that meets both criteria? Where do I place an animal that meets neither of them? Change the large table on the carpet to a venn diagram. Children place the toy animals in the correct places. Children complete a venn diagram.

**Provide (adult led):** Are there more animals that fly? Are there more animals that have four legs? Are there any animals that have four legs and can fly? Where did we place the animals that could do both?

I can describe and compare the structure of different animals.

<https://www.bbc.co.uk/bitesize/topics/z6882hv>

**Pose:** Do reptiles have more in common with amphibians or fish?

**Plan (adult led):**

We are going to look at the different types of body covering for different animals to see if we can group them this way.

**Pick (adult led):** Are we changing what we're looking for? Are we changing what we're looking at?

**Predict:** Which animals have the same body covering? Which animals do not?

**Present:**

Children match the body coverings to the different groups of animals.

Children then give examples of animals that have that body covering.



**Provide (adult led):** Do reptiles have the same body covering as amphibians or as fish? Do amphibians have any other characteristics that are similar to those of amphibians? Or fish? Who do reptiles have more in common with? What is it they have in common?

## NC Working Scientifically

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely using simple equipment

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	The large table can be repeated using different criteria.	Do reptiles have more in common with amphibians or fish?
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- Performing simple tests identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions

