

Inspiring and enabling our school community to live life to the full



YEAR 1 SCIENCE

Animals (vertebrates)

Our Science curriculum aims to enthuse children and help them to be curious and develop a sense of excitement about the world. Through a range of teaching, learning and extra-curricular opportunities, children will develop scientific knowledge and conceptual understanding to recognise the uses and implications of Science, today and for the future. We encourage children to ask their own questions; predict how things will behave and analyse causes, using Science to explain what is happening.

Characteristics of an Effective Learner

Courage
Commitment
Collaboration
Creativity
Curiosity

Prior Learning:

In Reception, children learn about animals and their habitats. They learn about the life cycles of minibeasts and learn how to observe closely.

Key Vocabulary taught in this unit:

Feature, structure, adult, amphibian, carnivore, diet, fish, herbivore, mammal, omnivore, reptile, vertebrate, classify, group, identify, bird

Key Questions:

Q: Who's who in the animal world?

Q: What's so special about birds?

Q: What makes an amphibian an amphibian?

Q: Do fish have fingers?

Q: Are humans mammals?

Intent: What do we want the children to know, be able to do by the time they complete this unit?

- 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:

- Observing closely, using simple equipment.
- Using their observations and ideas to suggest answers to questions.

Impact / Outcome:

What will the final product / result be?

Children will learn about the methods scientists use to build explanations about the natural world.

They will learn that scientists make observations of different animals and compare them so that they can group, name, identify and classify them.

They will develop an understanding of the following types of enquiry: identifying and classifying things.

P4C Inquiry (where appropriate) N/A