






## Science Knowledge and Skills Overview – Year One Animals, including Humans

National Curriculum Objectives		Sticky Knowledge		Key Scientists
<ul style="list-style-type: none"> <li>Pupils should be taught to identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals.</li> <li>Pupils should be taught to identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>Pupils should be taught to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals (including pets)).</li> <li>Pupils should be taught to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>		<ul style="list-style-type: none"> <li>There are many different animals with different characteristics.</li> <li>Tame animals are domesticated animals that can be kept as pets.</li> <li>Wild animals live in the natural environment and do not belong to humans.</li> <li>Animals need food to survive but different animals have different diets.</li> <li>Animals need a variety of food to help them grow, repair their bodies, be active and stay healthy.</li> <li>Humans and animals use sense to understand the world around them.</li> <li>Humans have five senses: sight, smell, taste, touch and hearing.</li> <li>Humans and animals have some body parts in common.</li> </ul>		<p>Jane Goodall (Primatologist)</p> <p>Joan Beauchamp Proctor (Zoologist)</p>
Links to NHFS core curriculum themes		Vocabulary		Key Questions
<p><b>Sustainability</b> – Endangered species, impact of plastic pollution on the oceans.</p> <p><b>Aspirations</b> – Marine Biologist, Conservationist, Zoologist, Vets.</p> <p><b>Equality</b> – Cruelty to animals.</p>		<p>Fish, reptiles, amphibians, birds, mammals, carnivore, herbivore, omnivore, senses, tame, wild, head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, feet, fingers, toes, hands, wrists, ankles, nose, shoulders</p>		<p>What do animals eat?</p> <p>Do all animals eat the same food?</p> <p>Which of our senses is the most accurate at identifying food?</p> <p>Do all animals hunt?</p> <p>Why are animals different colours and patterns?</p>
Prior Learning		Future Learning		Big Question
<p>In EYFS children should:</p> <ul style="list-style-type: none"> <li>Be able to identify different parts of their body.</li> <li>Have some understanding of healthy food and the need for a varied diet.</li> <li>Be able to show care and concern for living things.</li> <li>Know that exercise has an effect of their body.</li> <li>Have some understanding of growth and change.</li> <li>Be able to talk about things they have observed, including animals.</li> </ul>		<p>In Year 2 children will:</p> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow and mature into plants.</li> <li>Find out and describe how plants need water, light and warmth to grow and stay healthy.</li> </ul>		<p>What are animals like?</p>
 <p>Is our sense of smell better when we can't see?</p>	 <p>How can we organise all the zoo animals?</p> <p>What are the names for all the parts of our bodies?</p>	 <p>How does my height change over the year?</p> <p>How many animals can be found under a rock at different times of the year?</p>	 <p>Do you get better at smelling as you get older?</p> <p>Do bigger animals have bigger poo?</p>	 <p>Do all animals have the same senses as humans?</p> <p>How do we look after animals?</p>

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