

Year 1				
<i>Topic</i>	<i>Prior Learning</i>	<i>Present learning</i>	<i>Misconceptions</i>	<i>Future learning</i>
<p>Animals including Animals</p> <p>National Curriculum</p> <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. 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 of the body is associated with each sense. 	<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. (Nursery - Humans) Name and describe people who are familiar to them. (Reception - Humans) 	<p>Knowledge and Understanding —Animals, including humans</p> <ul style="list-style-type: none"> identify a variety of common animals including fish, amphibians, reptiles, birds and mammals -identify a variety of common mini beasts found in the local environment -identify and sort a variety of common animals that are carnivores, herbivores and omnivores <p>Humans</p> <ul style="list-style-type: none"> explain why some animals make good pets -the names (and label) the basic parts of the human body -which part of the body is associated with each sense how our body changes as we grow <p>Investigations: Animals, including humans</p> <ul style="list-style-type: none"> -use a simple key to identify different animals -compare and contrast animals using different criteria -plan a fair test to find out what conditions would a woodlouse prefer to live -sort and identify common animals—fish, amphibians, reptiles, birds and mammals <p>Investigations- Humans</p> <ul style="list-style-type: none"> investigate ideas for , `Top Tips for Hearing the Playground Whistle' -investigate classifying group of fruits and vegetables using our senses Take measurements of parts of their body. Look for patterns between people e.g. Do people with big hands have big feet? <p>Vocabulary</p> <p>vertebrate invertebrate amphibian bird fish mammals reptiles</p> <p>Vocabulary</p> <p>classify impairment teeth elbow sight thumb toes</p>	<p>Some children may think:</p> <ul style="list-style-type: none"> only four-legged mammals, such as pets, are animals humans are not animals insects are not animals all 'bugs' or 'creepy crawlies', such as spiders, are part of the insect group amphibians and reptiles are the same. 	<ul style="list-style-type: none"> Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. (Y2 - Living things and their habitats) Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. (Y6 - Living things and their habitats) Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats)

