

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

