

<b>Science</b>		<b>Unit: Animals including humans</b>
<b>Early Learning Goals (Year R)</b>	<p><b><u>Early Learning Goal: The Natural World</u></b>            Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	
<b>Key Stage 1</b>	<p>The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly constructed world around them. They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos.</p> <p>‘Working scientifically’ is described separately in the programme of study, but must always be taught through and clearly related to the teaching of substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.</p> <p>Pupils should read and spell scientific vocabulary at a level consistent with their increasing word-reading and spelling knowledge at key stage 1.</p>	
<b>Working scientifically</b>	<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions</li> </ul>	

	Links to learning in Year R		Year 1	Year 2
Key knowledge	<ul style="list-style-type: none"> <li>• To comment and ask questions about aspects of their familiar world, such as the place where they live, or the <b>natural world</b>.</li> <li>• To observe the effects of physical activity on their bodies</li> <li>• To talk about some of the things they have observed, such as plants, <b>animals</b>, or found objects.</li> </ul>	<ul style="list-style-type: none"> <li>• To have an understanding of <b>growth, decay</b> and <b>changes over time</b>.</li> <li>• To show care and concern for living things and the environment.</li> <li>• To eat a healthy range of foodstuffs and understand a need for variety in food.</li> <li>• To show some understanding that good practices with regards to exercise, eating, sleeping &amp; hygiene can contribute</li> </ul>	<p>Pupils should be taught to:</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 variety of common animals that are carnivores, herbivores and omnivores</li> </ul> <p><b>Taught in : Autumn 1, Autumn 2, Summer 1, Summer 2</b></p>	<p>Animals</p> <p>notice that animals, including humans, have offspring which grow into adults</p> <ul style="list-style-type: none"> <li>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul> <p><b>Taught in : Summer 1, Summer 2</b></p>
Key Skills			<ul style="list-style-type: none"> <li>• be able to describe and compare the structure of a variety of common animals</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> <li>• Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study.</li> <li>• Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</li> <li>• The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep.</li> <li>• Pupils might work scientifically by: <b>observing</b>, through video or <b>first-hand observation and measurement</b>, how different animals, including humans, grow; <b>asking questions</b> about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Key Vocabulary</b></p>	<p>to good health.</p> <ul style="list-style-type: none"> <li>• To know the importance of good physical exercise and a healthy diet, and talk about ways to keep healthy and safe.</li> <li>• To know about similarities and differences in relation to places, objects, materials and living things. They talk about features of their own immediate environment and how environments might vary from one to another.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Fish</b>, salmon, cod, tuna, goldfish, carp, shark</li> <li>• <b>amphibians</b>, frogs &amp; toads, newts &amp; salamanders &amp; newts</li> <li>• <b>reptiles</b>, snakes, lizards, ghekos, alligators &amp; crocodiles</li> <li>• <b>birds</b>, goose, swan, duck, black bird, pigeon, robin, sparrow, crow, magpie, owl, (birds of prey – peregrine falcon, buzzard, goshawk)</li> <li>• <b>mammals</b>, humans, cat, dog, hamster, gerbil, cow, sheep, pig, goat, lions, tigers, leopards, bears, whales, dolphins</li> <li>• <b>carnivores, herbivores, omnivores</b></li> <li>• <b>animal body parts:</b> body, paw, leg, talon, wing, fin, beak, webbed feet</li> <li>• <b>human body parts:</b> head, neck, shoulders, legs, (shin, calf, thigh) arms, (wrist, elbow) chest, bottom, hands, fingers, feet, toe, heel, ankle, face, ears, eyes, nose, mouth, cheeks, chin, male , female, vagina, vulva, breasts, penis, testicles, nipples, anus</li> </ul>	<ul style="list-style-type: none"> <li>• Review of year 1 vocabulary – perhaps through lesson starters, or during other opportunities during the day (e.g. guided reading / register)</li> <li>• <b>Offspring</b>, young, <i>adult</i>, human (baby), cat (kitten), dog (pup or puppy), hamster, gerbil, cow (calf), sheep (lamb), pig (piglet), goat (kid), lions, tigers &amp; leopards (cub), bears (cub), whale (calf) , dolphin (calf), bird (chick), goose (gosling), duck (duckling), swan (cygnet)</li> <li>• Baby, toddler, child, teenager, adult</li> <li>• Exercise, food types, fruit, vegetables, meat, fish, dairy, fats, sugar</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Enrichment/ Themes</b></p>	<p>Forest School Zoolab Visit to school</p>	<p>Celebrating me- Autumn 1</p> <p>Celebrating me :Festivals and Celebrations - Autumn 2</p> <p>Our Wild World: Plants – Summer 1</p> <p>Our Wild World: Animals Including Me! – Summer 2</p> <p><b>Enrichment:</b> Forest School – what to wear for all weathers. Trip to Chessington – animal workshops, Senses carousel activity</p>	<p>Around the world in 12 weeks – Summer 1 and 2</p> <p><b>Enrichment:</b> Forest School – what to wear for all weathers.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Links to other subjects</b></p>		<p><b>PSHE</b> – Being Me in My World (Autumn 1), Healthy Me (Spring 2), Changing Me (Summer 2)</p> <p><b>Geography</b> - links to learning about different countries – what animals would we expect to find there?</p> <p><b>Literacy:</b> Book funny bones and different parts of the body (Autumn 1)</p> <p><b>Art:</b> Abstract art looking at different features of the body (Autumn 1)</p>	<p>Forest School Nower Wood</p>

			<p><b>PSHE</b> – Being Me in My World (Autumn 1), Healthy Me (Spring 2)</p> <p><b>Geography</b> – Africa and other links to learning about different countries – what animals would we expect to find there? (Summer 1)</p> <p><b>ICT:</b> Under the sea animals Purple mash (Autumn 1)</p>
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