

WHITLEY MEMORIAL C of E AIDED PRIMARY SCHOOL



'Let your light shine' – Matthew 5:16

Curriculum Planning- SCIENCE

Unit: ANIMALS INCLUDING HUMANS

Y1	Y2	Y3	Y4	Y5	Y6
YES	YES	YES	YES	-	-

Year Group	YEAR 1	YEAR 2	YEAR 3	YEAR 4
<p>Key Learning: National Curriculum knowledge covered</p>	<p>Identify, name and draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of other animals (fish, amphibians, reptiles and mammals including pets) Observe animals closely.</p> <p>Healthy and unhealthy foods: beginning to understand what makes our body healthy.</p> <p>Handling animals with care and respect. Hygiene when handling animals.</p>	<p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p>
<p>Key Progressive Skills: National Curriculum skills covered</p>	<p>Observing, carrying out, simple tests, sorting, grouping, making predictions (guess), recording simple data, recording results in a simple table.</p> <p>Identifying and grouping animals into scientific groups, according to what they eat and begin to give reasons for the way in which we grouped them.</p> <p>Compare animals by their structure.</p> <p>Sorting and grouping foods into two</p>	<p>Asking and answering questions</p> <p>Observe through video or first-hand observation.</p> <p>Measure</p>	<p>Work scientifically by identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. Compare and contrast the diets of different animals (including their pets) and decide</p>	<p>Compare, group, observe, measure, investigate</p> <p>Gather, record, classify, present data.</p> <p>Observations</p>

WHITLEY MEMORIAL C of E AIDED PRIMARY SCHOOL



'Let your light shine' – Matthew 5:16

	categories - healthy and unhealthy.		ways of grouping them according to what they eat. Research different food groups and how they keep us healthy and design meals based on what they find out.	
<p>Key Vocabulary National Curriculum and other</p>	<p>Head, neck, arms, elbows, legs, ears, eyes, hair, mouth, nose, eyebrows and eyelashes, toes, fingers, thumb, foot, teeth, senses, see, hear, taste, touch, smell, table, sort, group, guess Fish, goldfish, clownfish, , amphibians, frogs, toads, newts, reptiles, snakes, crocodiles, tortoise, lizard, birds, swan blackbird, robin, mammals, elephant, polar bear, camel, dolphin. , carnivore, lion, spider, owl, frog, shark, omnivore, raccoon, bear, fox, hedgehog, herring gull, herbivore, giraffe, cow, rabbit, sheep, rabbit.</p>	<p>Survival Exercise Nutrition Humans Reproduction Reproduce Grow Growth Life cycle Animals Measurement Healthy Offspring Adults Water Food Air Exercise Hygiene</p>	<p>nutrition vitamins minerals fat protein carbohydrates fibre water skeletons - support, protection skulls - brain ribs - heart, lungs joint muscles- movement, pull, contract relax diet</p>	<p>Human digestive system mouth tongue-mixes, moistens, saliva teeth: incisors- cutting, slicing canines- ripping, tearing, molars-chewing, grinding oesophagus transports stomach acid enzymes small intestine large intestine carnivore herbivore omnivore brush floss food chain Sun producers prey predators</p>

WHITLEY MEMORIAL C of E AIDED PRIMARY SCHOOL



'Let your light shine' – Matthew 5:16