

Year 1 – Term 5  
Where do I fit in?  
**SCIENCE**



**National Curriculum Links:**

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).

**Essential Prior Learning:**

Children will have seen a variety of different animals in real life, in books and in television shows. Children know that they use their teeth to chew their food.

**Progression in Skill:**

**Working Scientifically**

Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (identifying and classifying).  
Gather and record data to help in answering questions, communicating ideas in a variety of ways.  
Use their observations and ideas to suggest answers to questions (talk about what they have found out and how they found it out; with help, they should record and communicate their findings in a range of way.  
Observe closely.

**Long-term Memory Knowledge:**

Herbivores eat plants; carnivores eat meat; omnivores eat plants and meat.  
Fish have scales; lay eggs; breathe through gills underwater; and are cold-blooded.  
Amphibians live on land and water; they are cold-blooded; they breathe through gills when born and develop lungs as they grow.  
Reptiles have scaly skin; they are cold-blooded; and they lay eggs.  
Birds have feathers, wings, two legs and they lay eggs.  
Mammals have hair; they give birth to live young; they drink their mother's milk; and they are warm-blooded.

**Key Vocabulary**

<b>herbivore</b>	an animal that eats plants
<b>omnivore</b>	an animal that eats plants and meat
<b>carnivore</b>	an animal that eats meat
<b>amphibians</b>	animals that live in water and on land
<b>reptiles</b>	cold-blooded animals who lay eggs
<b>birds</b>	animals who lay eggs and are covered in feathers
<b>mammals</b>	warm-blooded animals with a back bone
<b>fish</b>	an animal that lives in water
<b>grouping</b>	putting similar objects together

**Progression in Resources:**

Research books  
Animal models  
Magnifying glasses

**Relevance**

<b>Now</b>	Children know 'animals' covers many living things that can be grouped according to some similarities; they recognise examples of each and have some understanding of where each may be found.
<b>Future</b>	Children have an interest in animals and their care; they are able to care for pets appropriately; they know where to find particular animals in the wild and recognise the importance of preserving their environments.
<b>Aspiration</b>	Children have an interest in a career working with animals, e.g. vet, animal welfare, environmentalist, marine biologist, pet owner, farm worker; they work or volunteer for animal charities, either practically working with animals or in management and administration.