

Science

Year 1 and 2

Spring 1

Topic Animals						
Rationale During this unit of work, children will learn about different common animals and be able to discuss their features using scientific language such as feathers, beak, scales, fins etc. They will begin to identify similarities and differences between different animals. Children will also look at the diets of different animals and compare these						
NC Objective <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) 						
Links to other Subject/Topics. English – Traditional Tales						
Inspiration for Aspiration Veterinary nurse, vet, zoo keeper, wildlife explorer						
Key Content Year 1 •				Key Content Year 2 •		
Concepts						
Science	1	2	3	4	5	6
Plants						
Animals, including Humans						
Materials						
Light						
Sound						
Electricity						
Forces						
Earth and Space						
Skills and Knowledge EYFS <ul style="list-style-type: none"> • Observing closely • Making predictions (growth & change) • Comparing, sorting & grouping (living things) • Identifying and naming parts of the animal • Use simple equipment (relating to care of animals) • Begin to answer & ask simple questions • Talk about what I have found out. • Begin to use some scientific language • 	Skills and Knowledge Year 1 <ul style="list-style-type: none"> • Observe closely using simple equipment • Identify and classify • Perform simple tests • Gather and record data to help in answering questions • Ask simple questions and recognise that they can be answered in different ways • Use their observations and ideas to suggest answers to questions • Use scientific language • 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 			Skills and Knowledge Year 2 <ul style="list-style-type: none"> • Asks simple questions and recognise that they can be answered in different ways. • Observe closely, using simple equipment • Gather and record data to help in answering questions • Identify and classify • Use their observations and ideas to suggest answers to questions • Use secondary sources of information such as the internet or books. • Use a growing scientific vocabulary. • 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 		

	<ul style="list-style-type: none"> describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, and mammals, including pets) 	<p>carnivores, herbivores, and omnivores</p> <ul style="list-style-type: none"> describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, and mammals, including pets)
<p>EYFS Vocabulary Ageing Growth Baby Child Adult</p>	<p>Year 1 and 2 Topic Vocabulary Animal Herbivore Carnivore Omnivore Mammal Bird Fish Reptile amphibian</p>	<p>Year 1 and 2 Scientific Vocabulary Investigate, test, observe, equipment, describe, check, key, sequence, label, diagram, discuss, propose, Predict question, experiment compare similarities differences</p>
<p>By the end of the topic <u>Year 1</u> children will with support:-</p> <ul style="list-style-type: none"> identify the names of common animals and begin to identify the group to which it belongs based on its features identify the similarities and differences between some common animals using key scientific words to describe features identify that animals do not all eat the same thing. begin to identify animals that are herbivores, omnivores and carnivores. 	<p>By the end of the topic <u>Year 2</u> children will: -</p> <ul style="list-style-type: none"> identify the names of common animals and begin to identify the group to which it belongs based on its features identify the similarities and differences between some common animals using key scientific words to describe features identify that animals do not all eat the same thing. identify animals that are herbivores, omnivores and carnivores. 	
<p>Assessment Teacher observations and questioning. Grammarsaurus Cumulative Quiz and Assessment</p>		