



Holly Park Learning Organiser

Year 1 - Science

Animals

Are all animals the same?



National Curriculum Objectives:

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.

Prior Knowledge:

- The names of some common animals.
- The parts of the human body and how they are associated with each sense.



Essential Knowledge:

- Introduce the word “mammal” for the first time. Children learn that a mammal is an animal that has fur or hair on its body. They will build on this understanding and look at other characteristics of mammals, such as being warm-blooded and giving birth to live young, in later year groups.

Key Questions:

- • What is a mammal? • Is a a mammal? How do you know? • Does a have fur? • Can all mammals be pets? • Can all mammals live in the wild?
- • What features do all birds have? • Does a have feathers? • Can all birds fly? • What birds are shown? • Which birds can swim?
- • What features do fish have? • What do fish have to help them swim? • What do fish have to help them breathe underwater? • How is a fish different/similar from a mammal? • How is a fish similar to a bird?
- • What features do amphibians have? • Where do amphibians live? • What are the differences between a fish and an amphibian? • How is an amphibian similar/different to a mammal/bird/fish? •
- • What features do reptiles have? • Are there similarities between reptiles/mammals/birds/fish and amphibians? • What are the differences between reptiles/mammals/birds/ fish and amphibians?
- • How can you group animals? • What is similar about the groups ? • What is different? • What is similar / different about mammals/birds/fish/amphibians and reptiles? •
- • What is a carnivore? • What do carnivores eat? • What animals does a eat? • Do all carnivores live in the wild? How do you know? • Are there any pets that are carnivores? • What animal group does this carnivore belong to? • Are there any reptiles/birds/amphibians/fish that are carnivores?
- What is a herbivore? • What is an omnivore? • Same questions as above for these groups

Common Misconceptions:

- • Children may think, for example, that a mouse and an elephant cannot both belong to the category of mammals due to their distinct physical differences. • Children may assume all mammals can be kept as pets and not live in the wild.

Working Scientifically:

- Gathering and recording data to help in answering questions.
- Identifying and classifying.
- Using their observations and ideas to suggest answers to questions.

SEND Core Knowledge:

- In this small step, children are introduced to the word “mammal” for the first time. Children learn that a mammal is an animal that has fur or hair on its body.
- Begin a research enquiry to look at whether all animals are the same. What are the similarities and differences

Cross Curricular Links

- One Year with Kipper (Mick Inkpen)
- Snail Trail (Ruth Brown)
- Superworm (Julia Donaldson & Axel Scheffler)

Key Vocabulary	
Animal	a living creature
Mammal	an animal with fur or hair on its body
Fur	the fine, soft hair found on different animals fur
Wild mammal	a mammal that is not looked after by humans
pet	an animal that is looked after by humans
bird	animal that has feathers
Wings	a part of a bird's body that can be used for flying
Beak	the hard part of a bird's mouth and nose
feathers	The soft covering on the outside of the bird
Flipper	the part of the body some birds use to swim
webbed feet	fingers and toes that are joined together to help with swimming
fish	an animal that lives in water which usually has fins, scales and gills
fin	body parts that help a fish to swim
scales	small layers that grow from the skin
Gills	help fish to breathe underwater
amphibian	an animal that lives on land and in water
frog	an amphibian with moist, smooth skin

Key Vocabulary	
toad	an amphibian with dry, bumpy skin
newt	a small amphibian with a long tail
webbed feet	fingers and toes that are joined together to help with swimming
reptile	an animal that has dry scales
scales	small, hard layers that grow from the skin scales
lizard	a small reptile
crocodile	a large reptile
turtle	a reptile with a shell
carnivore	an animal that eats other animals
sharp teeth	teeth used for ripping and tearing teeth
herbivore	an animal that eats plants
plants	living things which usually grow in soil
vegetable	a plant or part of a plant that is eaten as food
fruit	the part of a plant that contains seeds
omnivore	an animal that eats other animals and plants

Possible Practical Activities:

Carnivores and Omnivores

Group images or small figures of animals based on whether they are carnivores or not..

Use five labels. Have a variety of different images of carnivores/omnivores. Children should sort the carnivore/omnivores based on what animal group they belong to. Encourage children to discuss their similarities and differences.



Possible Practical Activities:

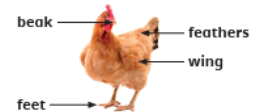


Mammals

Group images of mammals based on whether they can be kept as pets or whether they live in the wild. Encourage children to think about whether or not certain mammals can be kept as pets and also live in the wild. • Prompt children to discuss different mammals they have as pets. Encourage them to ask questions about each other's pets to identify some similarities and differences between different mammals. • Pick a card with a mammal on it but keep it to yourself. Children must guess the mammal on the card by asking yes/no questions about its characteristics.

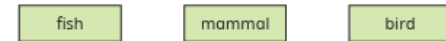
Birds

Paint or draw a bird and label its features. beak feet feathers wing . Provide children with images of a range of familiar birds. Ask them to identify the birds and discuss their similarities and differences. Children could use sentence stems to structure their discussions. Both birds have ... Something that is similar about these birds is ... Something that is different about these birds is ...



Fish

Place large labels on the carpet.



Give children images of different animals and ask them to sort them into the correct groups. What features does each animal group have? Ask children to sort the images in another way. For example, they may choose to sort the images as animals that can be kept as pets and animals that cannot.

Amphibians

Take a class trip to a local pond where children have the opportunity to look for amphibians.

Group images of animals based on whether they are amphibians or not. Include examples of mammals, fish and birds. Encourage children to explain their reasoning. • Use secondary sources to compare different amphibians. Encourage children to discuss their similarities and differences.



Reptiles

Provide children with images of a variety of reptiles. Ask them to identify the similarities and differences between different types of reptiles.



Children could then start grouping the images of the reptiles in different ways. Whether the reptiles live on land • Whether they have legs or not • Children could carry out a virtual zoo visit. Many zoos have live cameras within animal enclosures. Encourage children to identify and name different reptiles. They can gather and record data about different reptiles and their features and then present their findings to the class.