



Animals and their Needs (Biology)

Year 1

End Points:

- Common animal types: bird, fish, amphibian, reptile and mammal.
- Scientists group animals according to their features.
- Amphibians are cold-blooded animals that live in water and on land. They lay eggs underwater.
- Mammals are warm-blooded animals that give birth to live young.
- Animals can be grouped on what they eat: herbivores, carnivores and omnivores.
- Pets have needs that humans fulfil.
- Fish have gills to help them breathe, fins to help them swim and scales to protect their bodies.

This Year 1 unit builds on EYFS Units: Animals and their Babies (Nursery) and Growing and Changing (Reception). In these units, children added to their understanding of animals: learning animal names, discussing features, learning about animal offspring (babies) and their names e.g., sheep and lamb.

In this unit, pupils will be encouraged to be curious and ask questions on what they notice about animals. They will be looking closely at animals in the natural world around them and will learn that animals are living organisms that move around and breathe. They will learn that, unlike plants, animals do not make their own food; they must eat other plants and animals in order to survive. Children will be introduced to the idea of grouping animals - a scientific concept that will be built upon in subsequent units, such as 'Living Things and their Environment' in Year 2, 'Classification of Animals' in Year 4 and 'Classification' in year 6. Children will learn scientific terminology, such as carnivore, herbivore and omnivore. Understanding that scientists group things will help children to develop disciplinary knowledge in science, understand how science works and understand how scientists have formed the knowledge that makes up our current understanding. Explaining to children that scientists don't know everything there is to know about animals, because there are many that haven't been studied yet, will help children to understand that science is a changing discipline and that they might play a role in it in the future.

This unit also introduces children to the idea of grouping according to features and children will explore birds, amphibians, mammals, reptiles and fish - becoming familiar with the common names of these, including those kept as pets. Children will build substantive knowledge of animals, their names and their appearances. This knowledge will continue to build over time as children progress through the curriculum.

This unit provides foundational knowledge for following units in each year group as children learn more about animals, their needs, their features, their habitats and their importance within an ecosystem.

Lesson Sequencing:

Lesson one will explore common animals, describing and naming them. Lesson two will build on the knowledge learnt in lesson one by looking at how scientists group animals according to their features. In lesson three, children will learn that another way to group animals is based on what they eat. Lesson four will explore the needs of animals in the context of pets. Lesson five will tie together learning so far in the unit and get children to describe an animal using scientific words and diagrams. In the assessment lesson, children can demonstrate their knowledge through a sorting task, a written information text task or by answering multiple questions on animals with short responses.

Misconceptions:

- Animals are furry and have four legs.
- Lizards and snakes are amphibians.
- Whales and dolphins are fish as they live in the sea.

Working Scientifically criteria met in this unit:

- Using their observations and ideas to suggest answers to questions
- Identifying and classifying
- Recording data to help in answering questions
- Asking simple questions and recognising that they can be answered in different ways