



Class 1

Madron Daniel Science Small Step Progression

Animals Including Humans – Year 1 Unit – Year B					
Retrieval vocab: senses, why, animals, humans, natural New Vocab: Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves,		Previous learning In EYFS, the children have been introduced to the names of animals they are likely to see, encouraging them to recognise familiar animals whilst outside.		Links with Vision and Values. <i>Stimulate in every child a sense of curiosity and excitement about the world.</i>	
	Working scientifically/ enquiry focus	Small step objective	Previous learning within the unit.	Lesson content	Outcome
1	Identify/ classify	To be able to identify and name some common animals	N/A	Do we know the names of some common animals? Talk about how they look the same and different.	The children can: Name a variety of common animals.
2	Identify/ classify	To be able to classify animals into groups - fish, amphibians, reptiles, birds, and mammals.	<i>The names of some common animals</i>	Can we sort animals into different groups? How are animals different?	The children can: Describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals).
3	Identify/ classify	To be able to identify, name and sort animals by diet	<i>As above describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals).</i>	Can we sort animals into groups according to their diet?	The children can: Identify, name and sort a variety of common animals according to diet - carnivores, herbivores, and omnivores
4	Identify/ Classify	To be able to name, identify and label the parts of the human body	<i>As above Identify, name and sort a variety of common animals according to diet - carnivores, herbivores, and omnivores</i>	Do we know what the different parts of our bodies are called?	The children can: Identify, name, draw and label the basic parts of the human body
5	Comparative testing Pattern seeking	To be able to name the 5 senses and perform simple tests to find out about them.	<i>As above Identify, name, draw and label the basic parts of the human body</i>	What are the 5 senses and what can we find out about them?	The children can: Identify which part of the body is associated with each sense. Perform simple tests.

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6	Comparative testing Pattern seeking	WALT: be able to compare parts of the human body	<i>As above Identify which part of the body is associated with each sense. Perform simple tests.</i>	Which is longer, my hand or foot?	The children can: Measure and compare different parts of my body.