

Subject: Science	Year group: Year 1	Topic: Animals, Including Humans – classifications	Initiation & activation activities:
<p>Prior knowledge required: Early Learning Goal: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. • Looks closely at similarities, differences, patterns and change.</p>		<p>Vocabulary: Variation, feathers, fur, coat, beak, legs, animals, plants, branch, trunk, colour, group, leaves, moves, grows, feeds, humans, variety, similar, different, similarities, longer, longest, taller, tallest, shorter, shortest, We all, Most ...</p>	
Programme of Study	Implementation:	Impact –lesson sequence	Evaluations and assessments
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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) 	<p>Can they point out some of the differences between different animals? Can they sort photographs of living things and non-living things? Can they identify and name a variety of common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates) Can they describe how an animal is suited to its environment? GD - Can they begin to classify animals according to a number of given criteria? Can they point out differences between living things and non-living things?</p>		