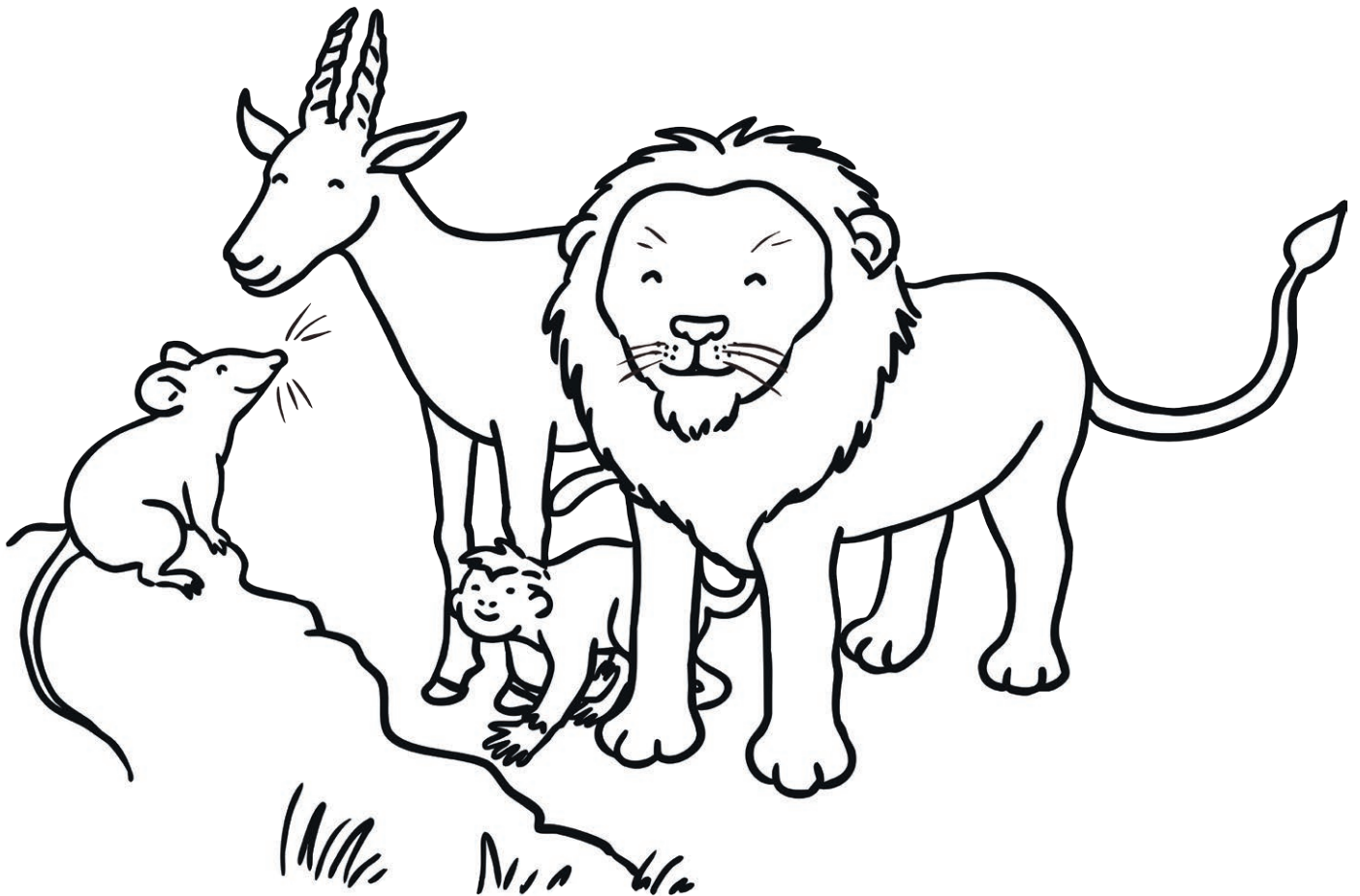


Year 1 Science

Animals, Including Humans

Learning from Home Activity Booklet



Year 1 Science - Animals, Including Humans

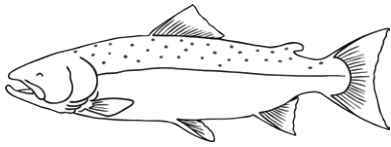
Year 1 Programme of Study – Animals, including humans

| Statutory Requirements | Activity Sheet | Page Number | Notes |
|---|--------------------------|--------------------|--------------|
| Identify and name a variety of common animals, including fish, amphibians, reptiles, mammals and birds. | Name That Animal | 2 | |
| | Animal Sorting | 3-5 | |
| Identify and name a variety of common animals that are carnivores, herbivores and omnivores. | Dinner Time! | 6 | |
| Describe and compare the structure of a variety of common animals, (fish, amphibians, reptiles, birds and mammals, including pets). | Animals and their Bodies | 7-8 | |
| Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | Me and My Body | 9-10 | |
| | Sensing It | 11 | |
| | Other Activities | 12 | |
| | Key vocabulary | 13 | |

Note for parents: The main focus of science teaching in key stage 1 is to enable pupils to experience and observe things and to look at the natural and human-made world around them. Encourage your child to be curious and ask questions about what they notice and help them to use different methods to answer their questions, such as observing changes over time, grouping and classifying things, carrying out simple tests and finding things out using books and the internet. Talk to your child about what they are doing and encourage them to use simple scientific language to explain their ideas to you. Most science learning should take place through first-hand, practical experiences, therefore this booklet contains some ideas for recording information but has a strong focus on practical activity as well.

Name the Animal

Circle the correct name for the animal.



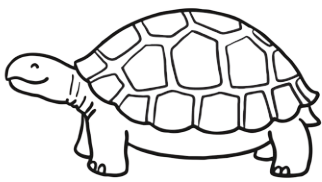
fish
bird
snake



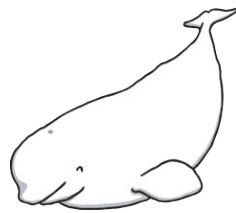
dog
cat
monkey



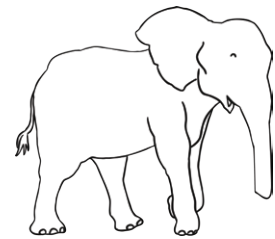
bird
fish
lion



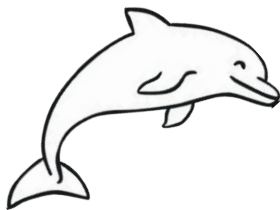
lizard
tortoise
bird



penguin
whale
fly



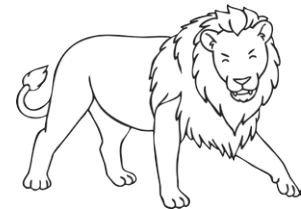
monkey
elephant
alligator



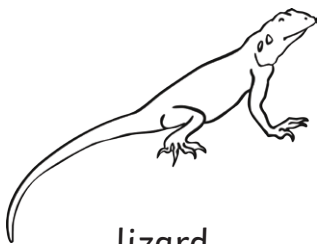
hamster
dolphin
ladybird



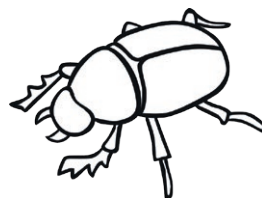
hyena
eel
frog



lion
owl
bat



lizard
butterfly
cat



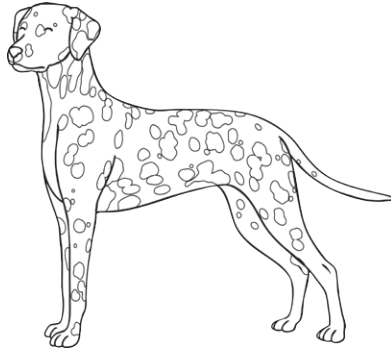
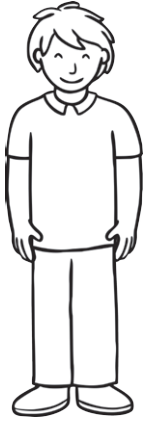
beetle
sheep
duck



whale
worm
goat

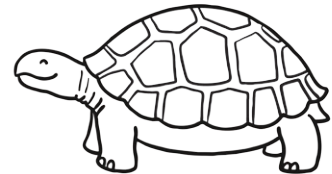
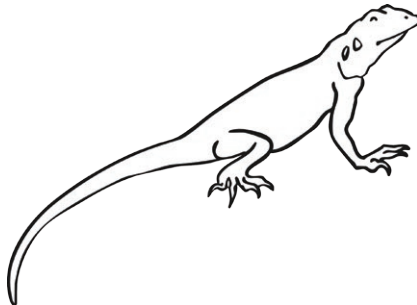
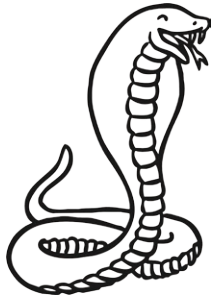
Animal Sorting

These animals are mammals:



Write three things they have in common.

These animals are reptiles:

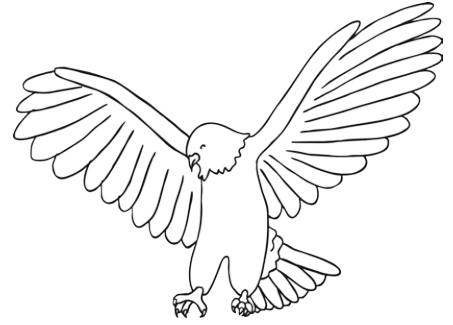


Write three things they have in common.

Note for parents: Vertebrates are divided into five main groups which have common characteristics. In Year 1, children don't need to know all these characteristics, but should start to think about what the animals may have in common. The five groups are: mammals (warm-blooded, have fur or hair, give birth to live young and produce milk); reptiles (cold-blooded, lay eggs on land, scaly skin); fish (live in water, have gills, lay eggs); birds (warm-blooded, have feathers and wings, lay eggs); amphibians (lay eggs in water, their young have gills and live in water, the adults have lungs and breathe air).

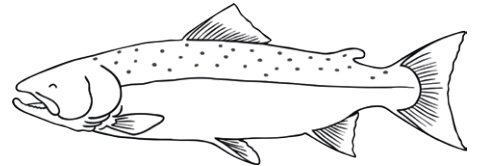
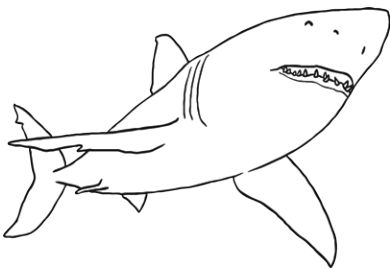
Animal Sorting

These animals are birds:



Write three things they have in common.

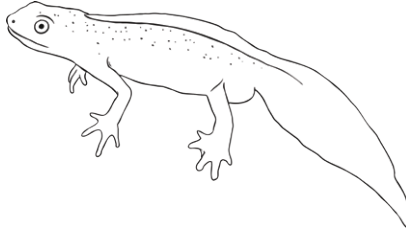
These animals are fish:



Write three things they have in common.

Animal Sorting

These animals are amphibians:



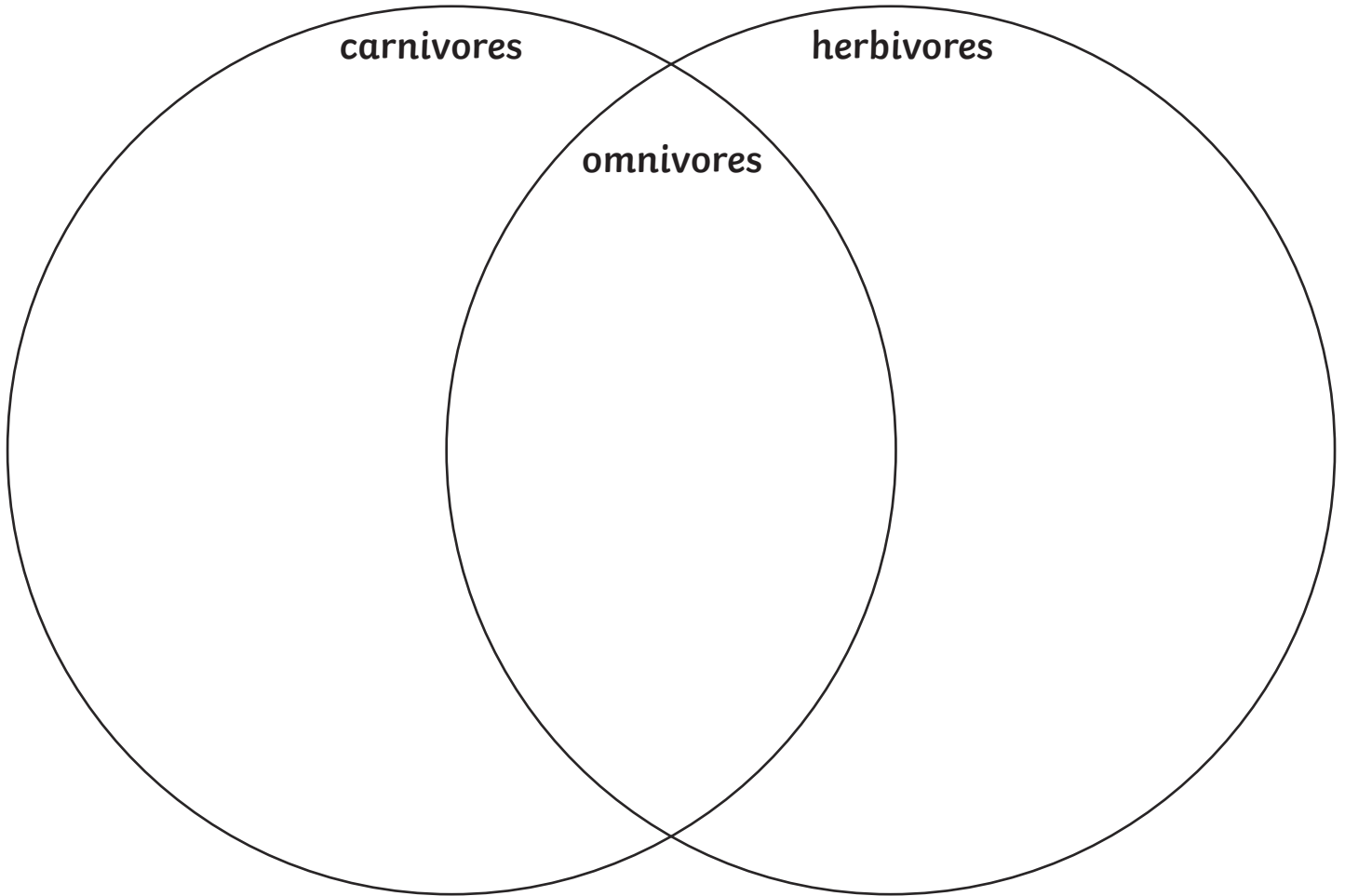
Write three things they have in common.

Challenge: Think about animals that we might keep as pets. Which ones are mammals? Are there any reptiles, birds, fish or amphibians on your list? Think about animals that might live on a farm. Can you sort them in the same way?

Dinner Time!

Sort the animals into the correct part of the diagram:

| | | | | | | |
|-------|------|-------|---------|-------|---------|--------|
| lion | frog | hippo | penguin | shark | sparrow | spider |
| snake | bear | human | cat | cow | sheep | dog |



Challenge: Can you find other animals which belong in each group?

Note for parents: In year 1 children begin to learn about what animals eat. This leads on to food chains and teeth. It is important that children learn the meaning of the key words 'carnivore' (an animal that eats meat/fish and usually hunts for its prey, for example a lion), 'herbivore' (an animal that eats plants and vegetation, for example a deer) and 'omnivore' (an animal that eats meat/fish and plants - for example, a human). Encourage your child to find out information about the animals' diets if they are unsure.

Animals and Their Bodies

paw

beak

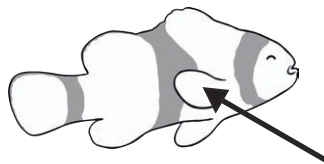
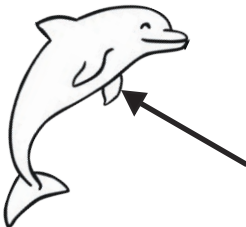
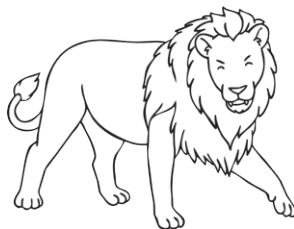
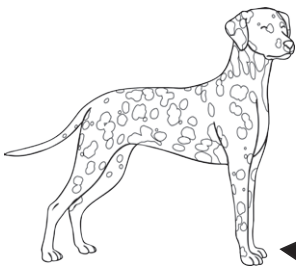
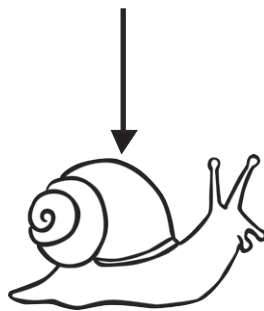
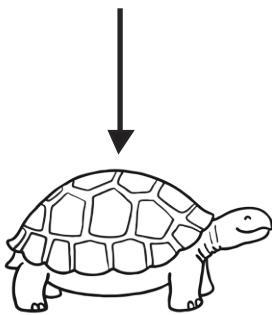
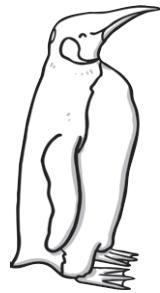
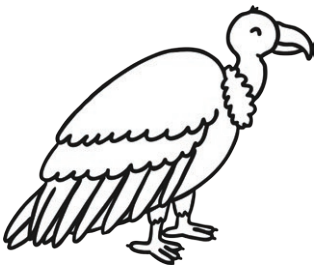
shell

fin

wing

tail

horn



Note for parents: It is important that children learn and use the correct vocabulary for different animal body parts. The challenge section asks children to find animals with more than one of these body parts. Encourage your child to think about whether animals with common body parts have other common characteristics – for example do all animals with fins live in water? Also, challenge them to think about why animals have certain body parts, such as shells and horns.

Animals and Their Bodies

paw

beak

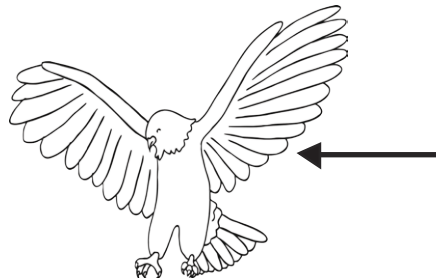
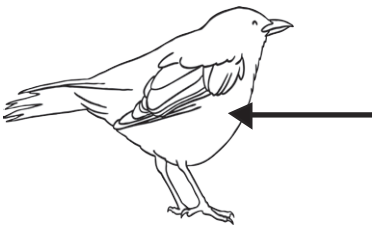
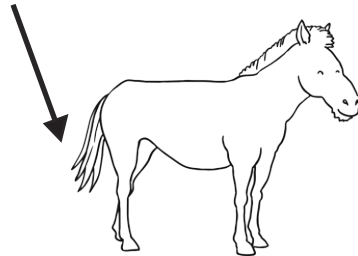
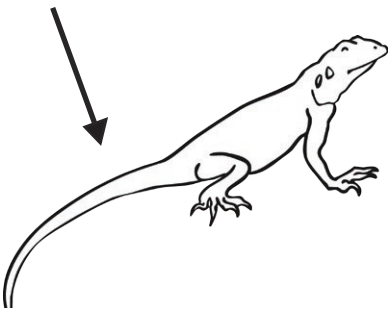
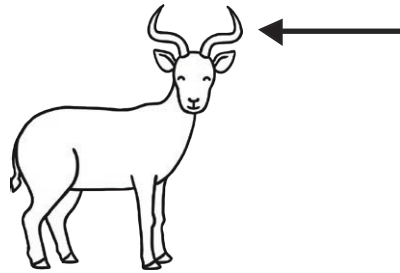
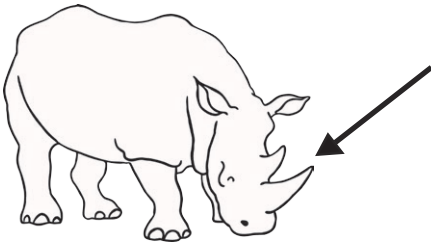
shell

fin

wing

tail

horn

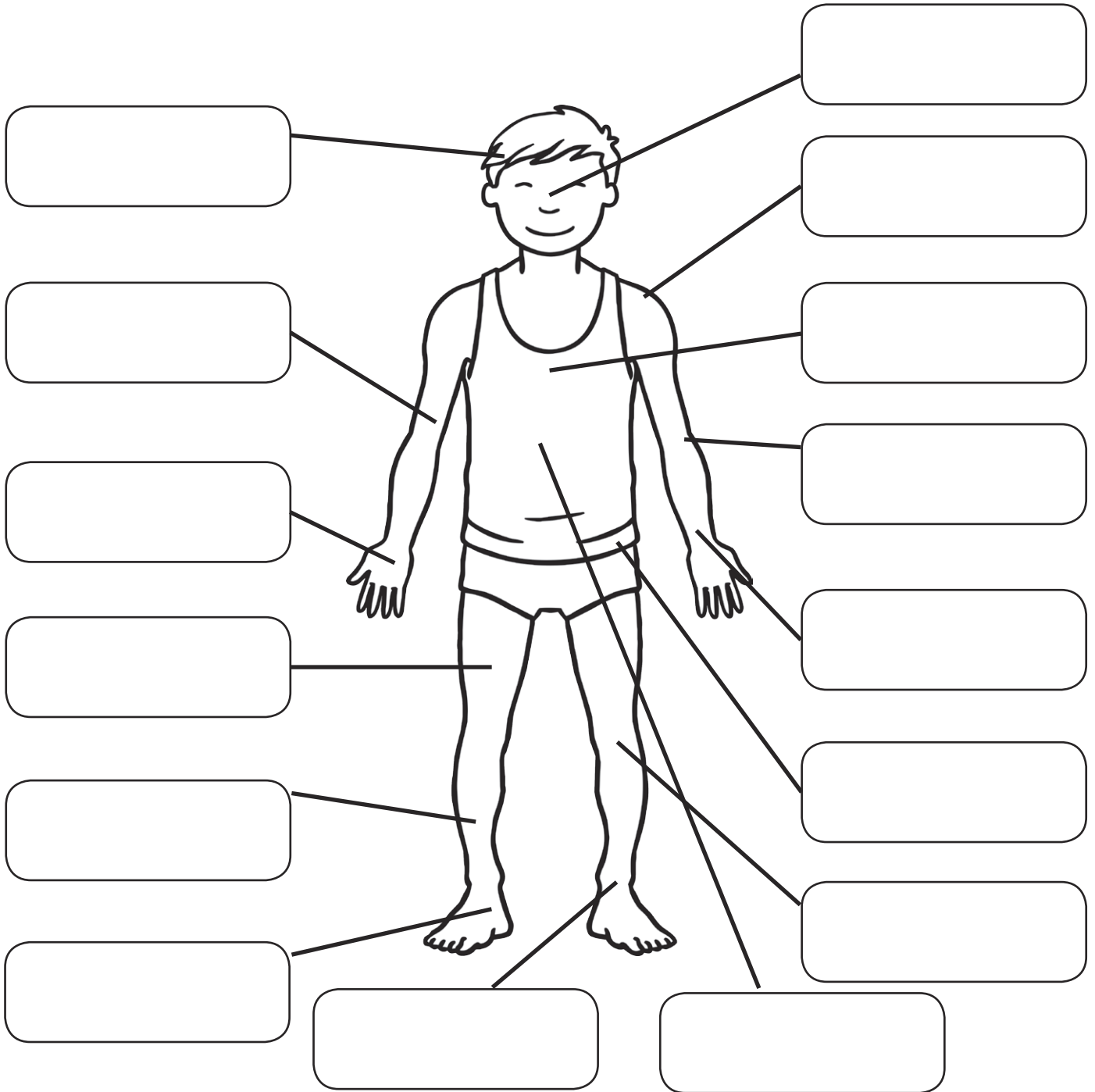


Challenge: Use books or the internet to find more animals that have these body parts. Can you find an animal with more than one? More than two? More than three?

Me and My Body

Write the correct word in each box.

| | | |
|------|---------|----------|
| arm | foot | ankle |
| leg | chest | wrist |
| head | abdomen | hip |
| face | knee | thigh |
| hand | elbow | shoulder |



Note for parents: This activity is a great opportunity to learn some of the correct words for different body parts. The challenge section invites children to look at some of the things that are similar and different between humans.

Me and My Body

Now Get Active! Lie on a large piece of paper and get someone to draw around you with a felt-tip pen. Now, label your body parts again. If it's a nice day you could go outside.

Challenge: Look at pictures of you and your friend, sister, mum or dad. What is the same about you? What is different? You could also use a picture of two people from a newspaper or magazine.

Sensing It

Discuss which sense you would use to do each of these activities. Could some of these activities use more than one sense? Can you use the senses at the same time? Can you think of any other activities which would use these senses?



Note for parents: When discussing the five senses with your child, ask them to think about which part of the body they use for each sense. Sight, hearing, taste and smell are specific to the eyes, ears, tongue and nose, but the sense of touch applies to our whole body. If appropriate, talk to your child about how some parts of our bodies are more sensitive than others. For example, your fingertips and tongue have more nerve endings than your elbow.

Other 'Senses' Activity Ideas for Parents and Carers

- Go on a 'sound' walk. As you walk along, listen carefully to all the sounds you can hear. Write them down as your child tells you.
- Make a 'smell' quiz game. Fill paper cups with different substances, then cover the top with a paper towel with a small hole cut in it, secured with an elastic band. See if your child can guess what they are by smelling them. Some suggestions are vinegar, shampoo, coffee, cocoa, lemon juice, toothpaste.
- Find out about Louis Braille, who invented the Braille system for blind people.
- Blindfold your child and then guide them on a walk around the house by giving instructions. Or give them an object and ask them to guess what it is by feeling it.
- Humans can identify 5 different tastes – sweet, salty, bitter, sour and 'umami' or savoury. Let your child taste the following things: grapefruit (sour), very dark chocolate (bitter), potato crisps (salty), honey or syrup (sweet) and yeast extract (savoury). Can they link them to the correct taste? Which part of their tongue can they taste them the most?

Key Vocabulary

Children should become familiar with this vocabulary and, where appropriate (depending on age and ability), should be able to read and spell the words.

| | | |
|-----------|----------|---------|
| mammal | arm | sight |
| reptile | leg | hearing |
| fish | head | touch |
| bird | face | taste |
| amphibian | hand | feeling |
| paw | foot | smell |
| beak | chest | |
| shell | abdomen | |
| fin | knee | |
| wing | elbow | |
| tail | ankle | |
| horn | wrist | |
| hoof | hip | |
| carnivore | thigh | |
| herbivore | shoulder | |
| omnivore | eye | |
| | ear | |
| | nose | |
| | tongue | |