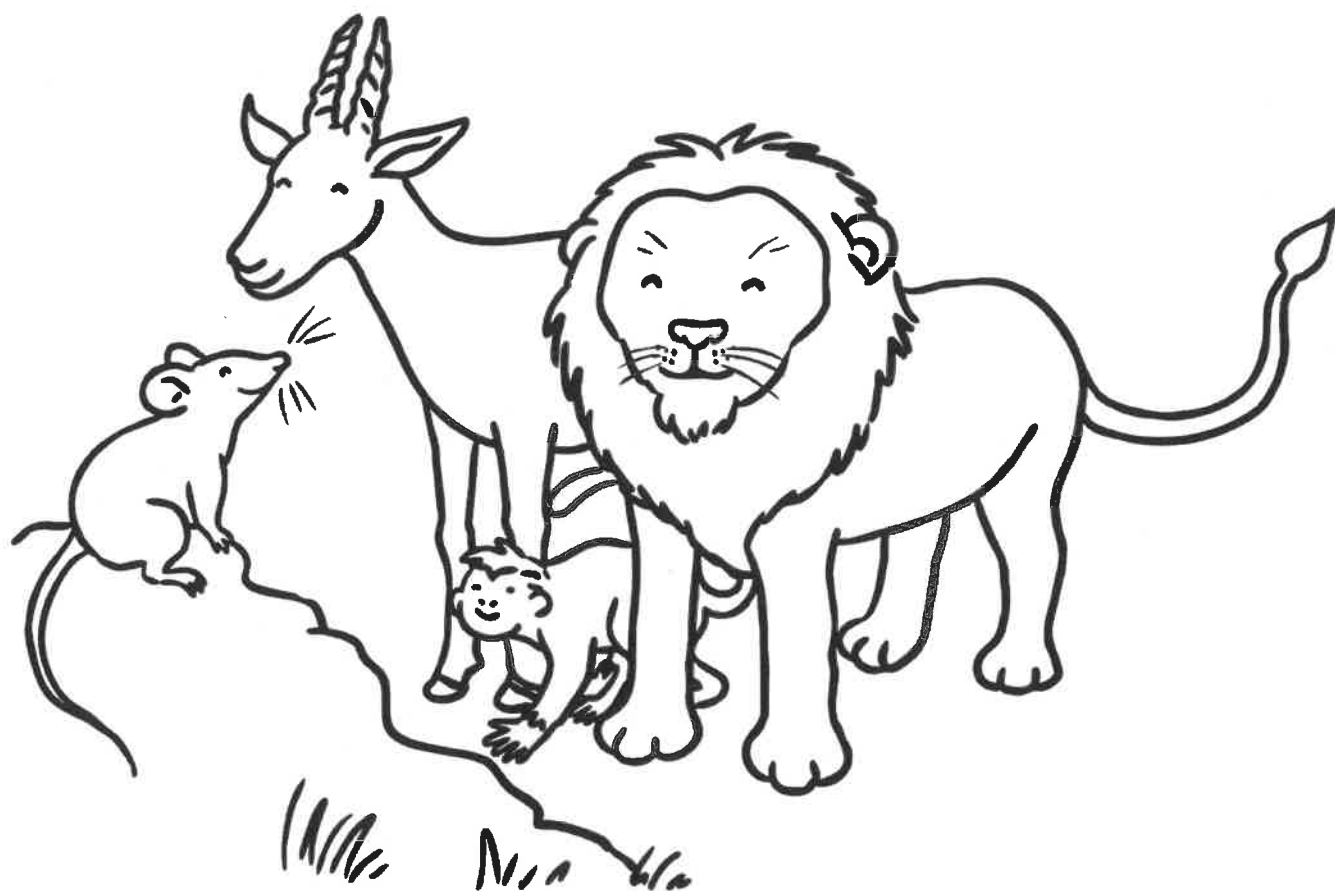


Year 1 Science

Animals, Including Humans

Learning from Home Activity Booklet



Year 1 Science - Animals, Including Humans

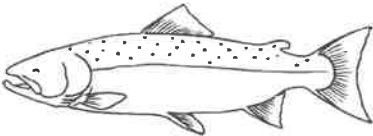


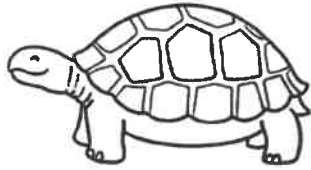
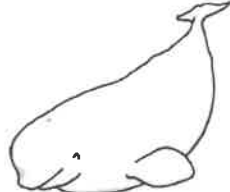
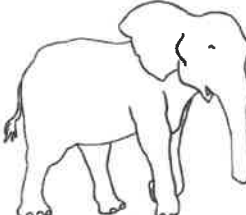


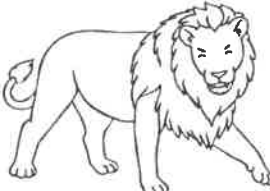
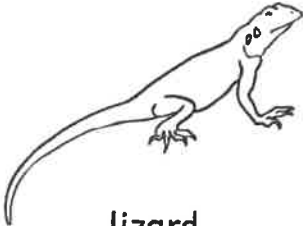
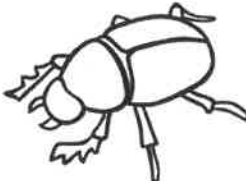

Year 1 Programme of Study – Animals, including humans

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.

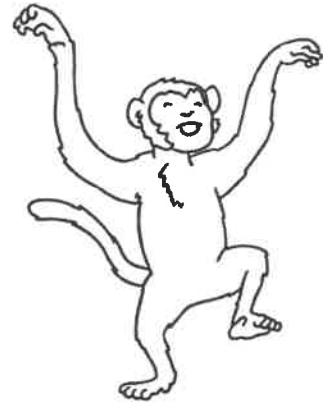
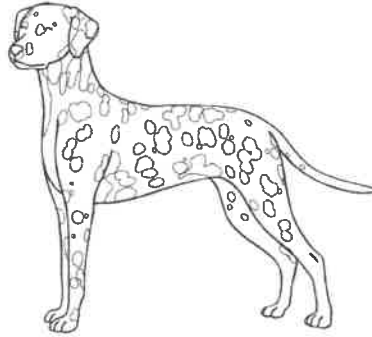
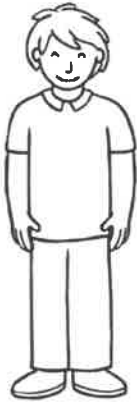
Name the Animal

Circle the correct name for the animal.

 <p>fish bird snake</p>	 <p>dog cat monkey</p>	 <p>bird fish lion</p>
 <p>lizard tortoise bird</p>	 <p>penguin whale fly</p>	 <p>monkey elephant alligator</p>
 <p>hamster dolphin ladybird</p>	 <p>hyena eel frog</p>	 <p>lion owl bat</p>
 <p>lizard butterfly cat</p>	 <p>beetle sheep duck</p>	 <p>whale worm goat</p>

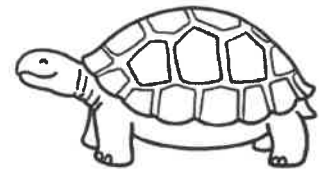
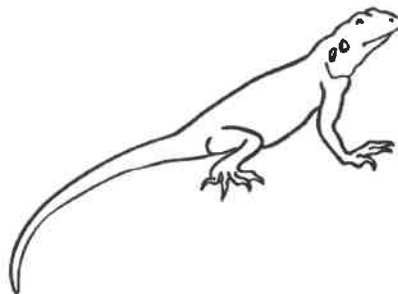
Animal Sorting

These animals are mammals:



Write three things they have in common.

These animals are reptiles:

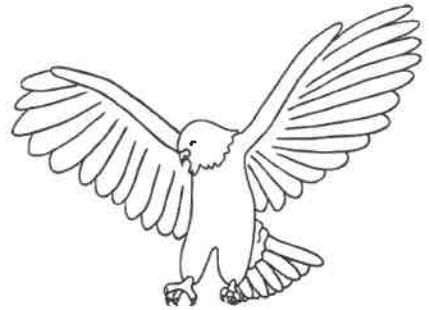
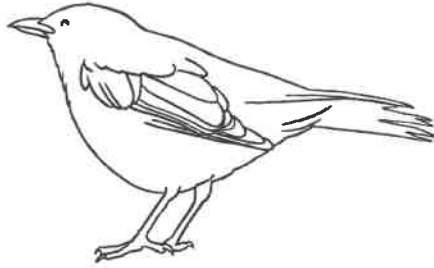
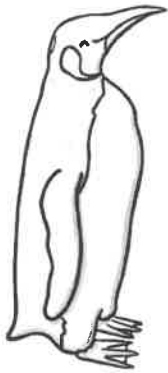


Write three things they have in common.

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).

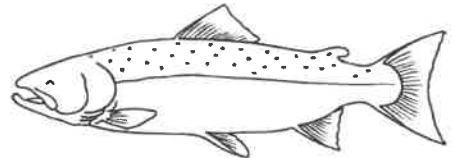
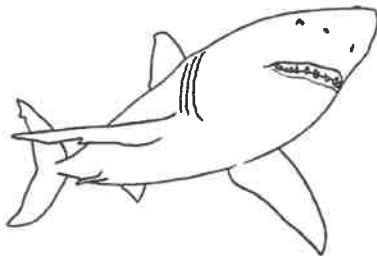
Animal Sorting

These animals are birds:



Write three things they have in common.

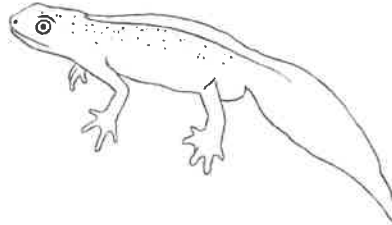
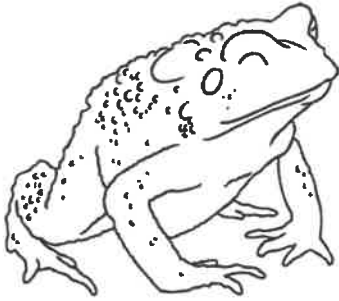
These animals are fish:



Write three things they have in common.

Animal Sorting

These animals are amphibians:



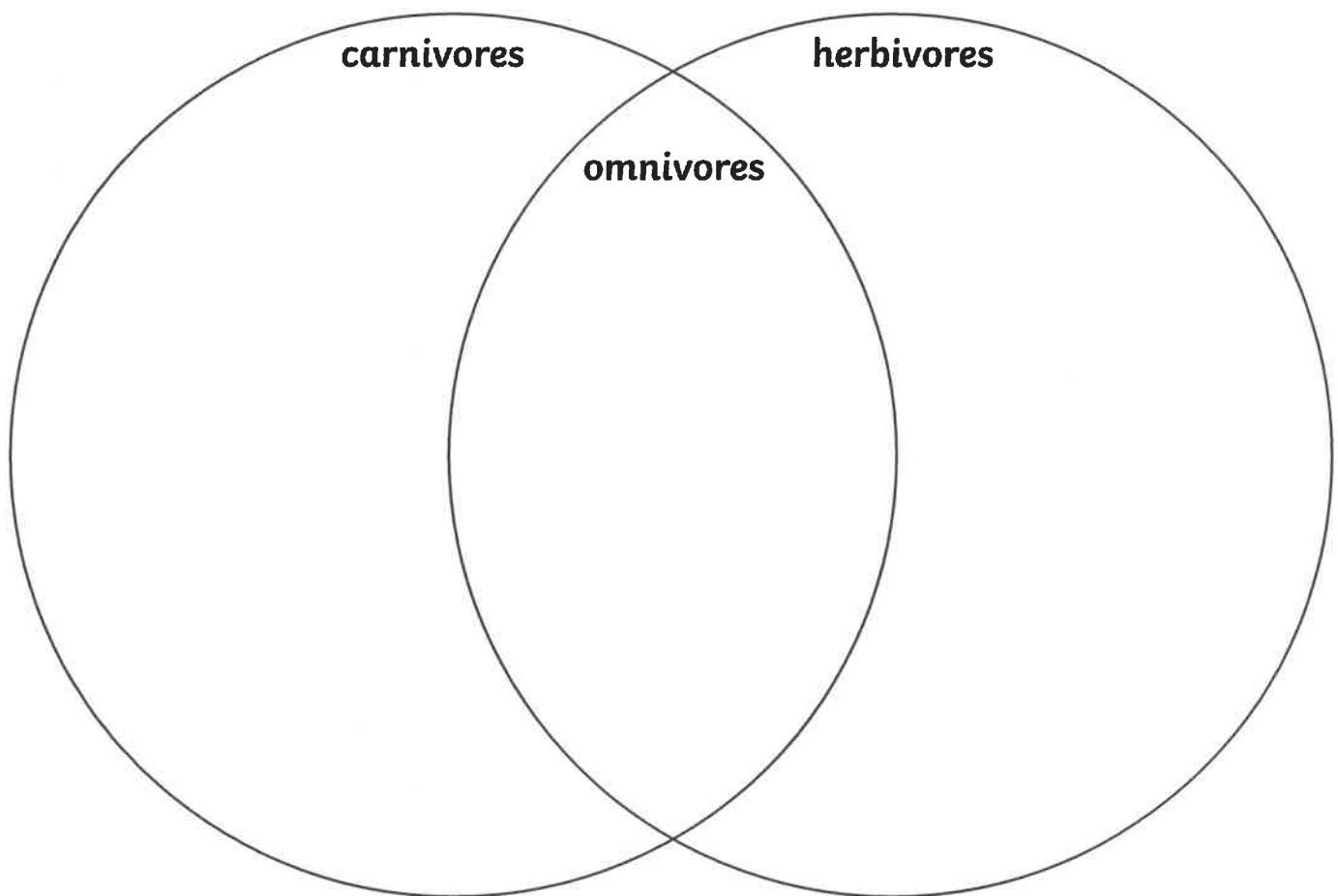
Write three things they have in common.

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

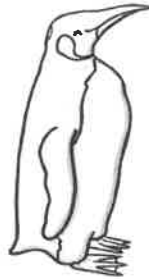
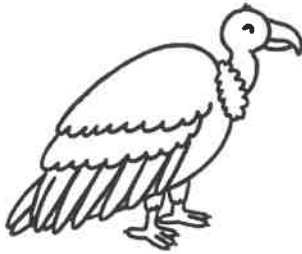
shell

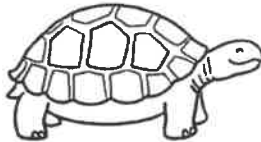
fin

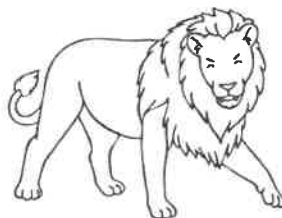
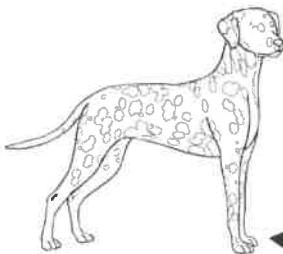
wing

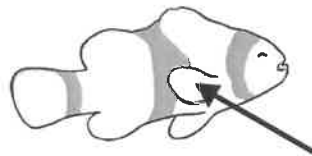
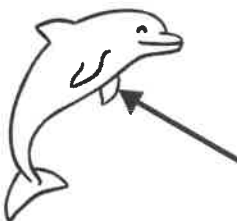
tail

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

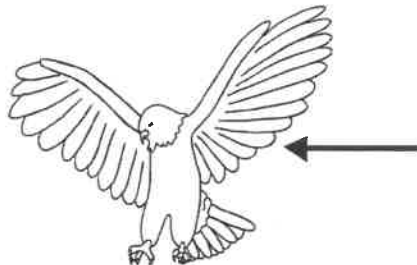
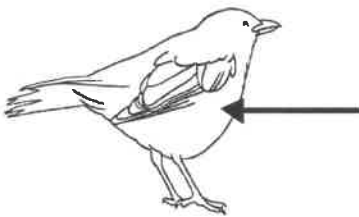
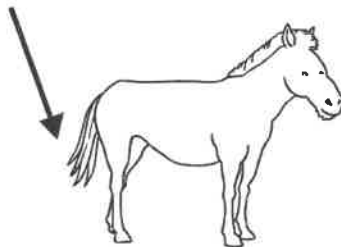
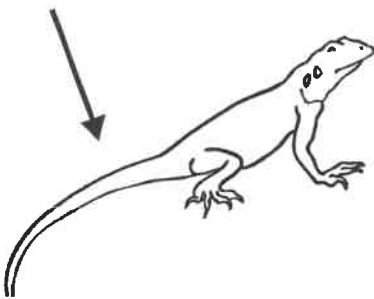
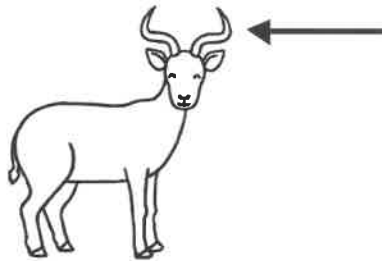
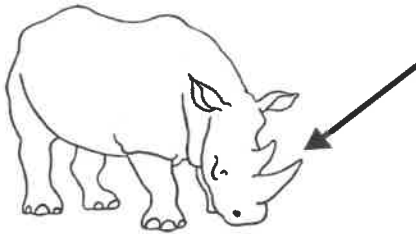
shell

fin

wing

tail

horn

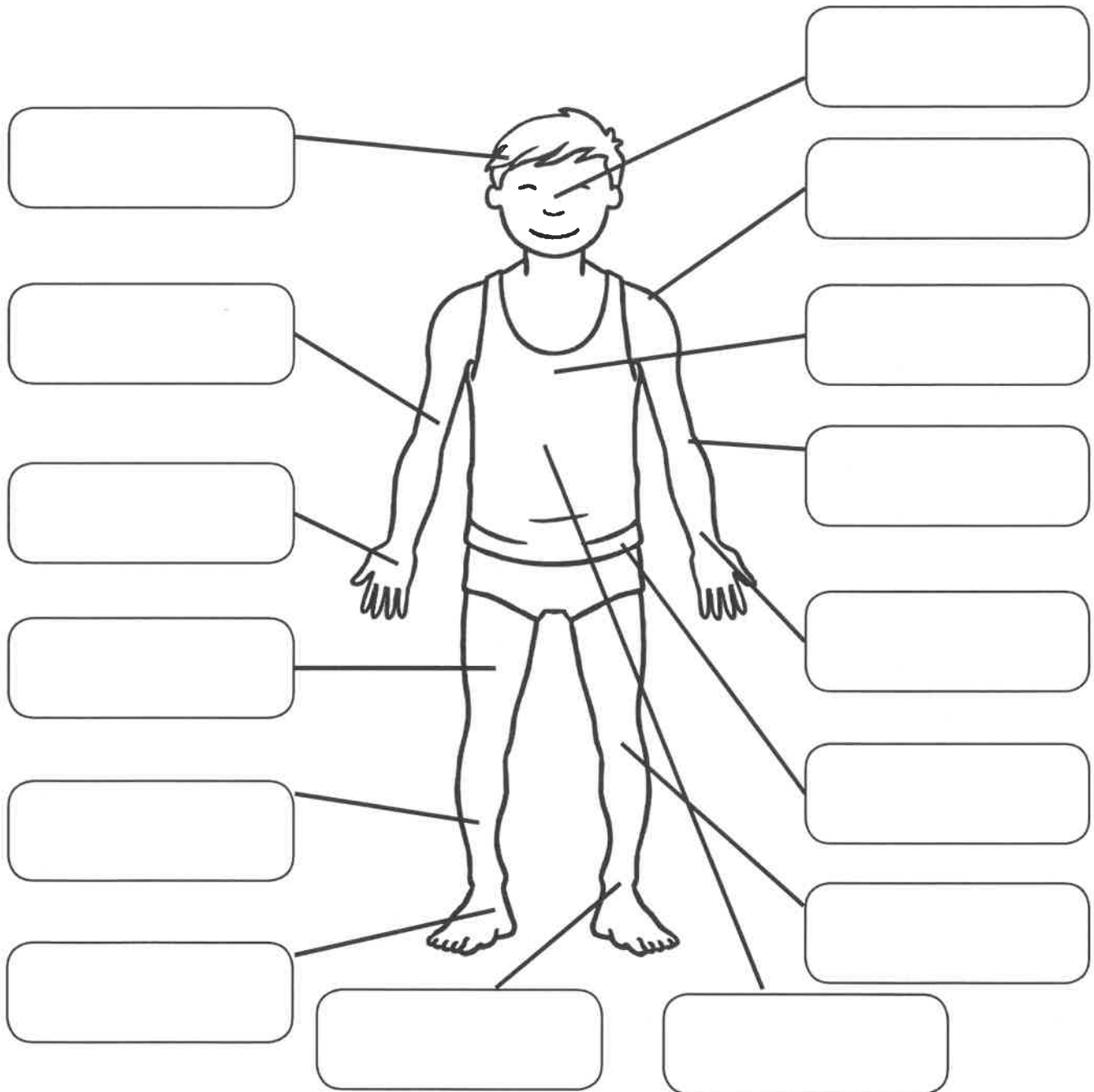


Challenge: Use books or the internet to find more animals that have these body parts. Can you find an animal with more than one? More than two? More than three?

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?

taste



hearing



smell



touch



sight

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	

Year 1 Science – Everyday Materials

Learning from Home Activity Booklet

Year 1 Programme of Study – Everyday Materials

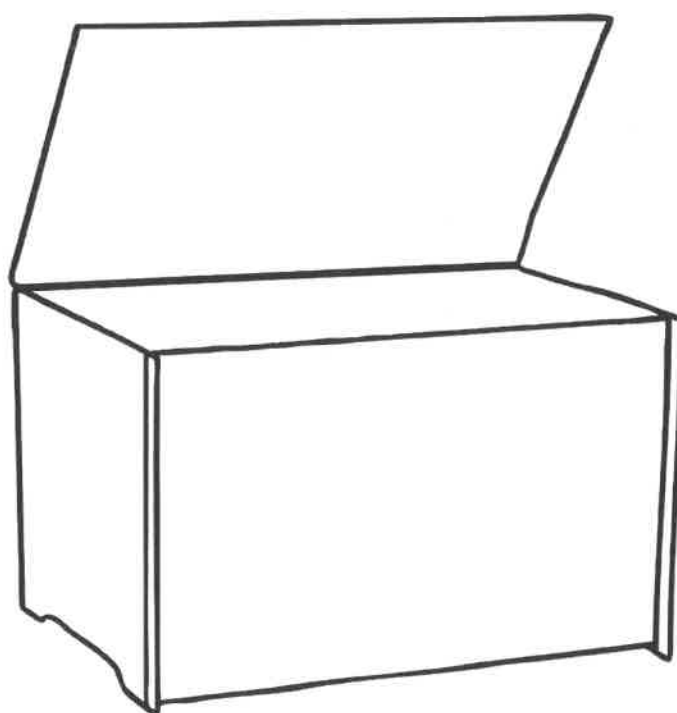
Statutory Requirements	Activity Sheet	Page Number	Notes
Distinguish between an object and the material from which it is made.	In the Toy Box	2	
Identify and name a variety of everyday materials, including wood, plastic, glass, metal, fabric and rock.	Materials Hunt	3	
Describe the simple physical properties of a variety of everyday materials.	Jamie's Feely Bag	4	
Compare and group together a variety of everyday materials on the basis of their simple physical properties.	All Sorted!	5	

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.

The main materials children look at in key stage 1 are glass, wood, plastic, metal, rock or stone and fabric. They are required to distinguish between an object and the material it is made from, and to recognise these materials in everyday objects.

In the Toy Box

Draw five of your toys in or near the toy box. Draw a label on each one saying what it is, e.g. doll, teddy, car.



Now draw another label for each toy to show what material it is made from.

Materials Hunt

Have a hunt around your house and see how many things you can find that are made from these materials:

glass	plastic	metal
wood	fabric	stone or rock

Challenge

How many things can you find that are made from more than one material? Write them here and say what materials they are made from.

Jamie's Feely Bag

Jamie has found some objects around his house. He puts them into a feely bag and uses his hand to feel an object in the bag and describe it.

Can you guess what each object is? There might be more than one answer!



Jamie says it feels...

smooth

hard

cold

rigid

What could it be?

Jamie says it feels...

soft

warm

flexible

light

What could it be?

Jamie says it feels...

rough

hard

rigid

heavy

What could it be?

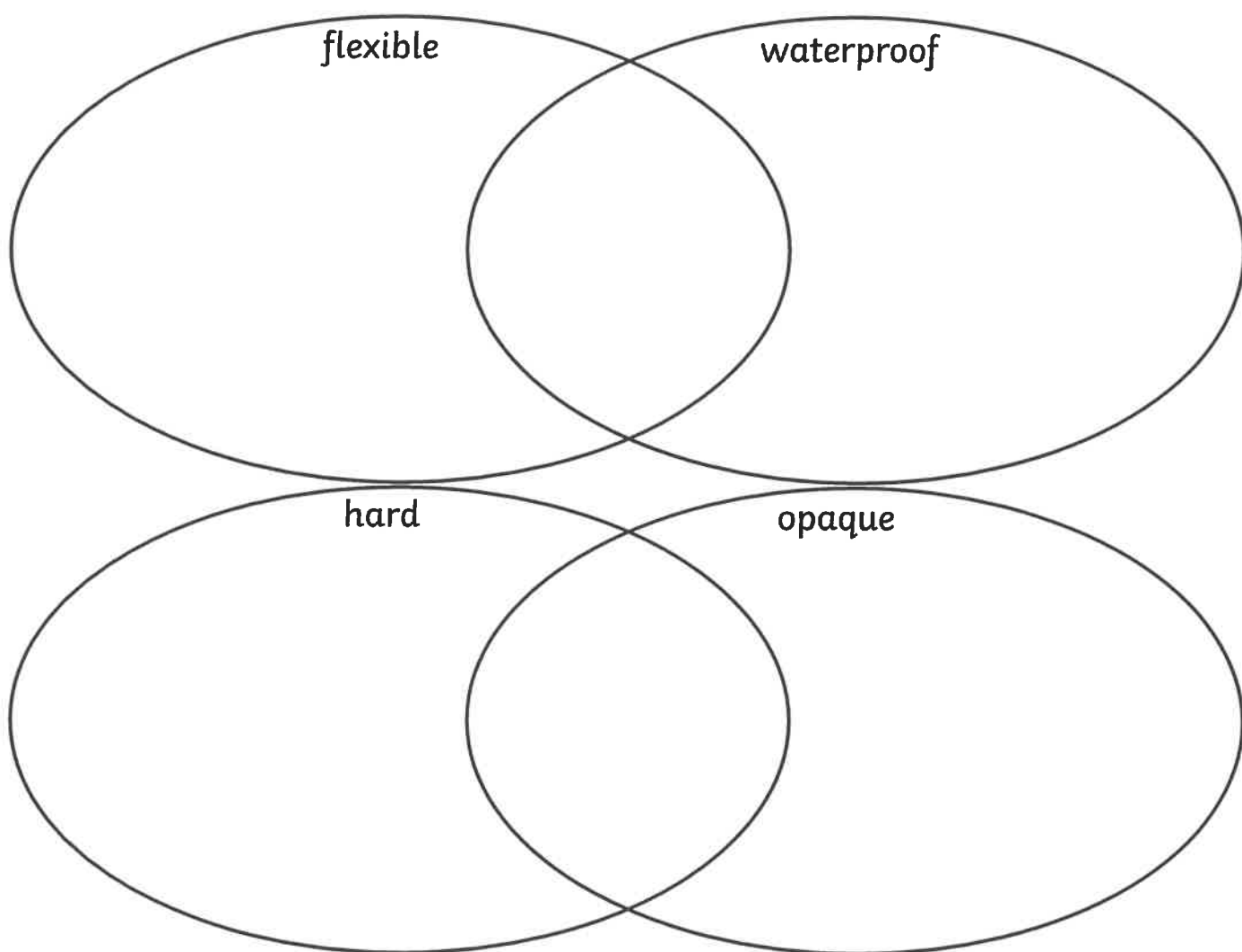
Challenge

Find some objects in your house and think of four words to describe them. See if your helper can guess what they are.

All Sorted!

Where do these objects belong? Sort them into the diagram. Do any belong in the middle sections?

scarf	spoon	brick	yoghurt pot	table	wall
earring	teddy bear	cushion	water bottle	window	
pencil	pen	rug	jam jar	umbrella	



Challenge

Sometimes one material is used to make another. Use books or the internet to find out how we make paper and plates.

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.

wood

waterproof

metal

hard

fabric

soft

plastic

opaque

leather

transparent

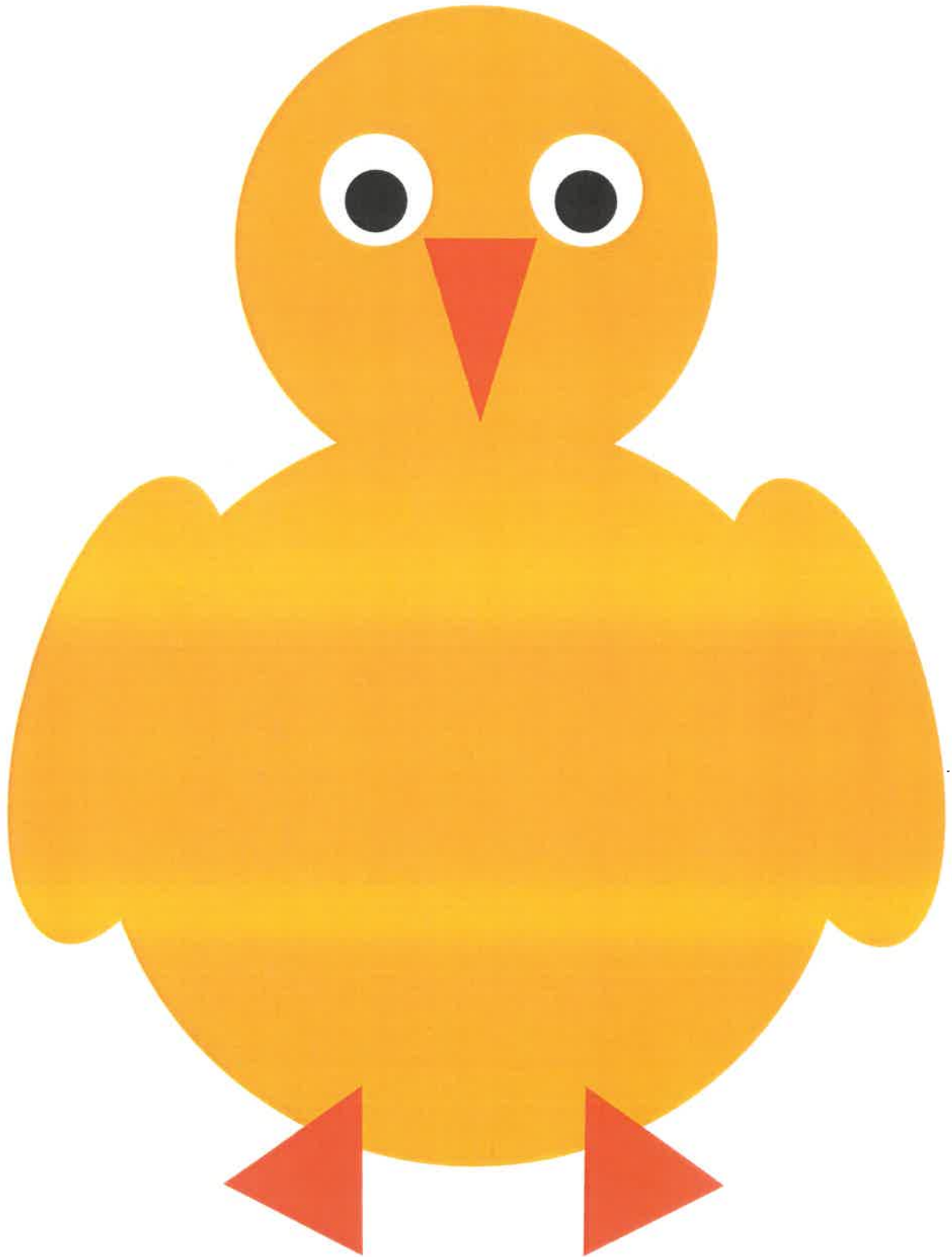
glass

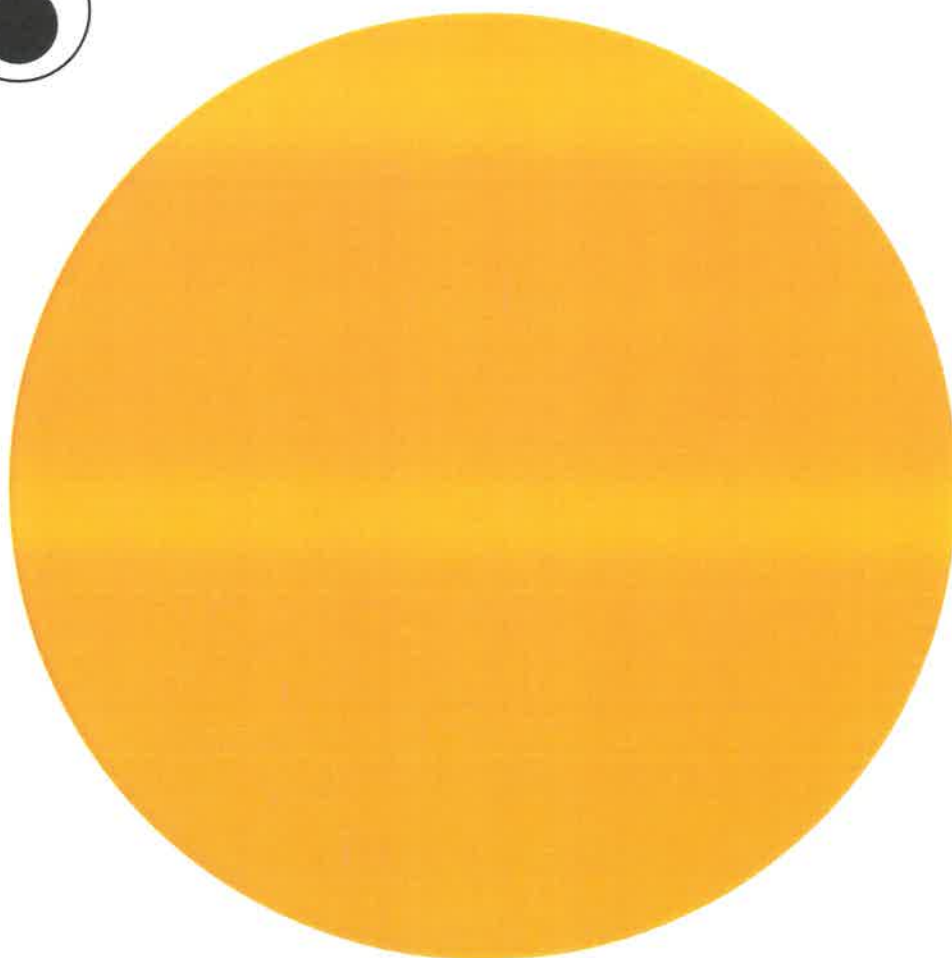
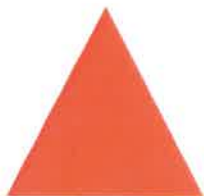
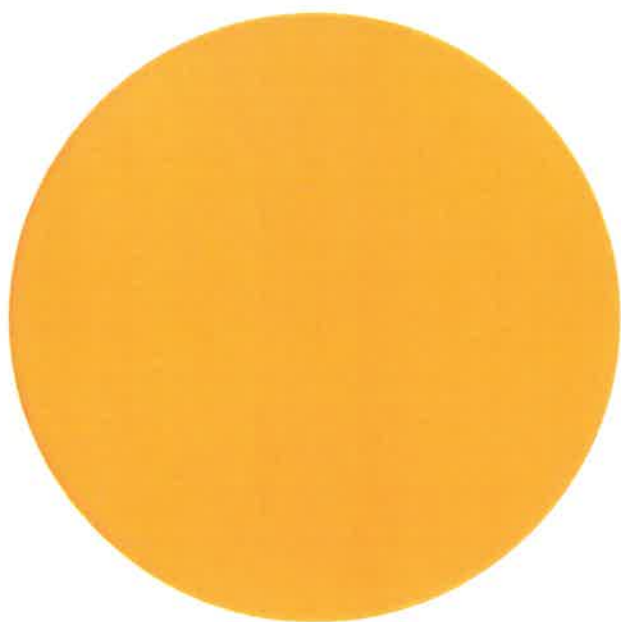
flexible

rock

rigid

Shape Chick





Shape Chick

Can you use the shapes to make your own chick picture?

