

Science

Medium Term Plan

Y1- Animals Including Humans Autumn 1&2



Y1- Animals Including Humans	
Class Text	Nothing like a Puffin
Hook	Children will have a visit from the petting zoo.
Topic Reflection	Children will produce a fact file describing and identifying the structure and function of an animal.
Topic Outcome	Children will investigate 'poo' and use knowledge to decide what animal it has come from.
Scientific Enquiry	How do I find out about the world around me? What animal could that be? Do all birds fly? Are all animals the same?

	Learning
EYFS + KS1	Plants Living things & their habitats Animals including humans Everyday materials Light Sound Seasonal Changes
KS2	Electricity Earth and Space Forces and Magnets Sound Light States of Matter Properties & Changes of Materials Rocks Evolution and Inheritance Living things & their habitats Animals including Humans Plants

Tier	Vocabulary
Tier 1	fish, bird, pet, animal, egg
Tier 2	observe, measure, diagram, group, test, equipment, compare
Tier 3	carnivore, herbivore, omnivore, nocturnal, mamma, wild, feature, diet, habits, beak, feather, wing, scale, fur, fin.

Scientific Concepts
Organisation, cause and effect, systems, scale refers to quantity, models, change, structure and function, variation, diversity

Previous Skills	Previous Knowledge	Previous Understanding
<p>Observe animals in the local environment.</p> <p>Sequence the life cycle of an animals and talk about why things happen.</p> <p>Observe patterns and change.</p> <p>Use non-standard measures in practical tasks.</p>	<p>Know some things are living and some things are not living.</p> <p>Know animals and humans change over time.</p> <p>Know humans and animals' physical appearance may change through its life cycle.</p> <p>Identify and name a variety of healthy foods to keep my body healthy.</p> <p>Name ways to keep my body healthy.</p> <p>Name basic human body parts.</p>	<p>Understand that some things are living and some things are not living.</p> <p>Understand that animals and humans can change.</p>

Lesson	Concepts	Learning Objective	Lesson Outcome	ARE Success Criteria	GD Success Criteria	SEND Success Criteria
Lesson 1	Structure and function	LO: Name and identify the parts of the human body.	Children will work in groups to label a large body cut-out. Children will write in their book a caption to match the body part.	I can name the basic parts of the human body. I can label the basic parts of the human body.	I can name some parts of my body that I can't see and know where these are located (spine, heart, lungs, brain, thighs).	See IEP / My Plan / Birmingham Toolkit
Lesson 2	Structure and function Cause and effect	LO: Identify and name the body part associated with smell and sight.	Children will have 4 different cups filled with scents. They will use their sense of smell to investigate and record using a table their findings.	I can identify and name the body part associated with smell and sight. I can take part in a simple investigation. I can record my findings.	I can use my prior knowledge and experiences to make connections to familiar smells. I can discuss the implications if I was lacking this sense.	See IEP / My Plan / Birmingham Toolkit
Lesson 3	Structure and function Cause and effect	LO: Identify and name the body part associated with taste.	Children will taste three different food items and identify the part of the body associated with taste.	I can identify the part of the body associated with taste. I can take part in a simple investigation. I can identify and name the body part of my body that is associated with taste.	I can begin to understand that there are different tastes and what they mean to taste. I can describe why something keeps me safe.	See IEP / My Plan / Birmingham Toolkit

Lesson	Concepts	Learning Objective	Lesson Outcome	ARE Success Criteria	GD Success Criteria	SEND Success Criteria
Lesson 4	Cause and effect	LO: Identify and name the body part associated with touch and hearing.	Children will use their sense of touch to describe the feel of materials. They will know which part of their body helps them to touch. The misconception that it is only your hands will be addressed. Children will identify the part of the body that is associated with hearing.	I can identify and name the body part associated with touch and hearing. I can describe what an object feels like using my sense of touch.	I can describe why something keeps me safe. I can talk about what aids are there to support someone who can't hear.	See IEP / My Plan / Birmingham Toolkit
Lesson 5	Variation Structure and function	LO: Predict the animal based on characteristics.	Children will look at zoomed-in images and use the clues to make a prediction as to what animal it could be. Children will be presented with feely boxes, sounds, videos, and zoomed-in images. They will use the characteristics they can see/hear to make informed predictions.	I can make a simple prediction. I can give my reasons why. I can record the result.	I can record my predictions giving reasons why and using evidence to support my ideas.	See IEP / My Plan / Birmingham Toolkit
Lesson 6	Variation Structure and function	LO: Identify carnivore, herbivore, omnivore.	Children will sort common animals based on their diet.	I can use the vocabulary of carnivore, herbivore and omnivore. I can group given animals based on their diet.	I can use my own prior learning and ideas to name and group animals by diet.	See IEP / My Plan / Birmingham Toolkit
Lesson 7	Variation Structure and function Organisation	LO: Describe the structures and features of common animals.	Children will name and draw the structure and features of an animal. Children will draw a given animal and use tables to describe the structure/features.	I can draw a detailed picture of a given animal. I can add labels to identify features and structure of the animal.	I can select my own animal and describe its structure. I can make links to the features of the animal and decide if it is a carnivore, herbivore or omnivore.	See IEP / My Plan / Birmingham Toolkit

Lesson	Concepts	Learning Objective	Lesson Outcome	ARE Success Criteria	GD Success Criteria	SEND Success Criteria
Lesson 8	Variation Organisation Structure and function	LO: Sort or group animals based on my own criteria.	Children will sort animals into groups using the "Wisewood Zoo" format. Children will use the features and structures of the animals to discuss how they group the animals.	I can use my prior learning to group animals based on features. I can talk about how I have grouped the animals.	I can group animals based on specific criteria and name bird, mammal, and fish.	See IEP / My Plan / Birmingham Toolkit
Lesson 9	Structure and function Variation	LO: Investigate the diet to identify the animal.	Children will investigate a range of "poo" and use prior knowledge to identify and name the animal.	I can use the vocabulary of carnivore, herbivore and omnivore. I can use my prior knowledge to identify the animal based on its diet.	I can suggest a range of animals that could eat this diet. I can find my own independent research to determine my answer.	See IEP / My Plan / Birmingham Toolkit
Lesson 10	Structure and function	LO: Use observations and findings to create an animal fact file.	Children will use knowledge, skills and understanding to create a fact file of an animal that describes basic structure and features. They will identify name and draw the basic structure and indicate whether they are a carnivore, herbivore or omnivore based on their findings.	I can name and identify an animal and its features. I can describe the basic structure of an animal and state whether it is a carnivore, herbivore or omnivore.	I can select two animals to compare and contrast. I can draw upon my prior learning to make links and draw my own conclusions.	See IEP / My Plan / Birmingham Toolkit

Knowledge:	Skills:	Understanding:
<p>All animals on our planet including humans can be grouped.</p> <p>Human beings are mammals.</p> <p>The basic parts of the human body (hair, head, ears, eyebrows, eyes, nose, mouth, chin, neck, shoulder, chest, elbow, arm, wrist, hand, knee, leg, ankle and foot)</p> <p>Humans process the world around them using their five senses. (sight-eyes, hearing-ears, taste-tongue, smell-nose, touch-skin)</p> <p>Animals from the same group have features in common.</p> <p>A carnivore eats meat, an omnivore eats meat and plants and a herbivore eats plants.</p> <p>Animals can be wild or domesticated.</p>	<p>Identify, name and group a variety of common animals in different ways.</p> <p>Identify, name, and label the basic parts of the human body.</p> <p>Link which part of the body is associated with each sense.</p> <p>Follow instructions to complete a simple test.</p> <p>Explain with help what they think they have found out.</p>	<p>Understand that all living things can be grouped.</p> <p>Understand that living things have different features.</p> <p>Understand that animal need different things in order to survive.</p>