

# Medium term Plan for Science

## Y1- Animals Including Humans

Autumn 1&2

<p><b>Class Text:</b> Nothing like a puffin,</p> <p><b>Topic Outcome:</b> Children will investigate 'poo' and use knowledge to decide what animal it has come from.</p> <p><b>Scientific Enquiry:</b> How do I find out about the world around me? What animal could that be? Do all birds fly? Are all animals the same?</p> <p><b>Scientific Strands:</b></p>		<p><b>Hook:</b> Children will have a visit from the petting zoo.</p> <p><b>Topic Reflection:</b> Children will produce a fact file describing and identifying the structure and function of an animal.</p> <p><b>vocabulary</b></p>	
<p><b>EYFS + KS1</b></p> <p>Plants</p> <p>Living things &amp; their habitats</p> <p>Animals including humans</p> <p>Everyday materials</p> <p>Light</p> <p>Sound</p> <p>Seasonal changes</p>		<p><b>KS2</b></p> <p>Electricity</p> <p>Earth and Space</p> <p>Forces and Magnets</p> <p>Sound</p> <p>Light</p> <p>States of matter</p> <p>Properties &amp; changes of materials</p> <p> Rocks</p> <p>Evolution and inheritance</p> <p>Living things &amp; their habitats</p> <p>Animals including humans</p> <p>Plants</p>	<p><b>Tier 1:</b> fish, bird, pet, animal, egg.</p> <p><b>Tier 2:</b> observe, measure, diagram, group, test, equipment, compare.</p> <p><b>Tier 3:</b> carnivore, herbivore, omnivore, nocturnal, mamma, wild, feature, diet, habits, beak, feather, wing, scale, fur, fin.</p>
<p><b>Scientific Concepts</b></p> <ul style="list-style-type: none"> <li>Organisation, cause and effect, systems, scale refers to quantity, models, change, structure and function, variation, diversity</li> </ul>		<p><b>Previous Skills</b></p> <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><b>Previous Knowledge</b></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><b>Previous Understanding</b></p> <p>Understand that some things are living and some things are not living.</p> <p>Understand that animals and humans can change.</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>				
	<u>Concepts</u>	<u>Learning Objective</u>	<u>Lesson Outcome</u>	<u>ARE Success Criteria</u>	<u>GD Success Criteria</u>	<u>SEND Success Criteria</u>
<b>Lesson 1</b>	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 can not be seen and know where these are located. (spine, heart, lungs, shins, thighs)	See IEP/ My Plan/Birmingham Toolkit
<b>Lesson 2</b>	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 part of the body 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
<b>Lesson 3</b>	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 begin to understand that there are different parts of the tongue that help me to taste.	See IEP/ My Plan/Birmingham Toolkit
<b>Lesson 4</b>	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	I can identify and name the part of my body that is associated with touch and hearing.	I can describe why my sense of touch keeps me safe. I can talk about what aids are there to	See IEP/ My Plan/Birmingham Toolkit

			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 describe what an object feels like using my sense of touch.	support someone who can't hear.	
<b>Lesson 5</b>	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 that they can/see/hear to make informed prediction.	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
<b>Lesson 6</b>	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

<b>Lesson 7</b>	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 labels 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
<b>Lesson 8</b>	Variation  Organisation  Structure and function	LO: Sort or group animals based on my own criteria.	Children will sort animals into group 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 begin to use the language of mammal, bird and fish.	See IEP/ My Plan/Birmingham Toolkit
<b>Lesson 9</b>	Structure and function  Variation	LO: Investigate the diet to identify the animal.	Children will investigate a range of 'poo' and use their 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 draw upon independent research to determine my answer.	See IEP/ My Plan/Birmingham Toolkit
<b>Lesson 10</b>	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 the basic structure and features. They will identify, name	I can name and identify an animal to create a fact file.  I can describe the basic structure of an animal.  I can state whether an animal 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

			and draw the basic structure and indicate whether they are a carnivore, herbivore or omnivore based on their findings.			
<b>Endpoints:</b>	<p><b>Knowledge:</b></p> <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><b>Skills:</b></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>					
<b>Understanding:</b>	<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>					