



## SUBJECT MEDIUM TERM PLANNING – SCIENCE

<b>Year Group:</b> 1	<b>TERM:</b> Spring 2	<b>Theme:</b> Suitability
<b>School priority:</b> <ul style="list-style-type: none"> <li>To ensure sustainability is at the heart of school decisions and ethos.</li> </ul>		
<b>Context: -</b> To further develop the school ethos of being sustainable and reduce the plastic use in school and at home.	<b>Concepts:</b> Suitability	<b>Vocabulary:</b> <b>Material</b> – what an object is made from <b>Recycle</b> – to change rubbish into a material that can be used again <b>Reuse</b> – to use again or use more than once.
<b>Prior Substantive Knowledge</b>  <b>Prior Disiplinary Knowledge</b> <ul style="list-style-type: none"> <li>Asking Questions with a yes/no question to aid sorting</li> <li>Ask 1 or 2 simple research questions linked to a topic</li> <li>Observation - compare objects based on obvious features</li> <li>Predictions - Children consider in advance what might happen or what they may find out</li> </ul>		<b>Future Substantive Knowledge</b> <ul style="list-style-type: none"> <li>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. (Y5 - Properties and changes of materials)</li> </ul> <b>Future Disiplinary Knowledge</b> <ul style="list-style-type: none"> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> <li>setting up simple practical enquiries, comparative and fair tests</li> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> </ul>

	<ul style="list-style-type: none"> <li>identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>
<b>End points /by the end of this unit pupils will..</b>	<b>Crucial Knowledge</b>
<ul style="list-style-type: none"> <li>Give an example of something that can harm our planet</li> </ul>	Children will provide an example of how we harm our planet. These could include <ul style="list-style-type: none"> <li>Cutting down trees</li> <li>Throwing rubbish away</li> </ul>
<ul style="list-style-type: none"> <li>Give an example of something that can be helpful for our planet.</li> </ul>	Children will provide an example of how we help our planet. These could include <ul style="list-style-type: none"> <li>Recycling</li> <li>Re using</li> <li>Planting trees</li> </ul>

Lesson Number 1		
Why is it important to care for our planet? Step 1		
<b>Key learning:</b> I know why it is important to care for our planet.	<b>Concepts:</b> Sustainability	Assessment tool – Flashback  Introduce that something can be harmful to our planet and others can be helpful  Discuss how it is everyone's responsibility to look after the planet. – gather ideas as to how we can help look after our planet.
<b>Success Criteria:</b> This should what the children should be able to do by the end of the lesson	<b>Suggested resources:</b>  David Attenborough – Little people, Big dreams book  Copy of school eco rap	Read David Attenborough – Little people, Big dreams.  Independent task – choice an activity <ul style="list-style-type: none"> <li>Create a feeding station in the playground.</li> </ul> Children could choose an animal that lives in/around the playground and make a safe place for them to eat. <ul style="list-style-type: none"> <li>Create a wildflower garden.</li> </ul> Children could create a wildflower garden in the school grounds or local area and think about what might visit the garden. <ul style="list-style-type: none"> <li>Create a vegetable patch.</li> </ul>

		<p>Children could grow their own produce. They could explore which fruits/vegetables grow best in their local area.</p> <p>Introduce school Eco rap</p>
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**Vocabulary:**  
Earth, plant, animal, helpful, harmful

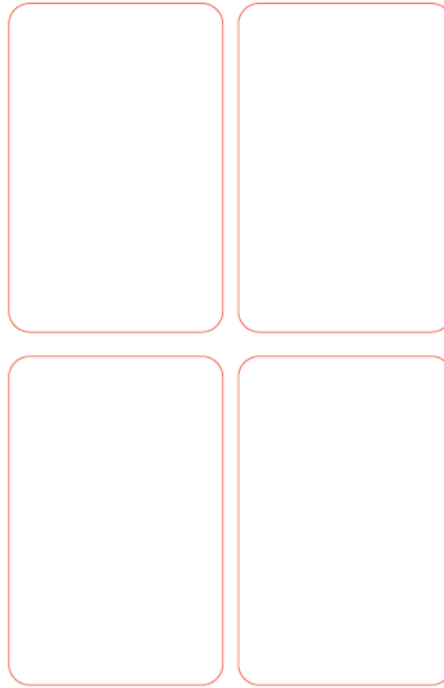
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### Lesson Number 2 How can we care for our planet – Step 2

<p><b>Key learning:</b> I know how to care for our planet.</p>	<p><b>Concepts:</b> Suitability</p>	<p>Assessment tool – Flashback</p> <p>Recap how things we do can harm or be helpful to our planet.</p> <p>Recap <b>why we need</b> to look after our planet,</p>
<p><b>Success Criteria:</b> This should what the children should be able to do by the end of the lesson</p> <p>I know what things can harm the planet. I know why we need to care for our planet. I know how to care for our planet.</p>	<p><b>Suggested resources:</b></p>	<p>Recap eco rap</p> <p>Introduce how we can care for the planet – reuse and recycle. Complete sheet- Share these ideas in assembly to the school</p>

How can we care for our planet?

Draw your ideas.

Four empty rounded rectangular boxes arranged in a 2x2 grid, intended for drawing ideas.

Independent task:

As a class chose an area around school that we can renovate or improve so that it offers a safe haven for animals to live or visit.

Think about which materials will be better for the planet and animals.

Children to research and find out about what can be done to recycle in our local area. They can create a recycling station in that classroom.

**Vocabulary:**

Earth, material, recycle, reuse