






SUBJECT MEDIUM TERM PLANNING – SCIENCE

Year Group: 1	TERM: Spring 1	Theme: Animals
National Curriculum: <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of different carnivores, herbivores and omnivores 		
Context: - Children will develop their understanding of common animals and be able to identify the structure and whether they are a herbivore, carnivore or omnivore	Concepts: Animals	Vocabulary: Animal – a living creature Mammal – an animal with fur or hair on its body Bird – an animal that has feathers, wings and a beak Fish – an animal that lives in water which usually has fins, scales and gills. Amphibian – an animal that lives on land and water Reptile – An animal that has dry scales Carnivore – an animal that only eats meat Herbivore – an animal that only eats plants Omnivore – an animal that eats both plants and meat
Prior Substantive Knowledge <ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. (Nursery - Humans) Name and describe people who are familiar to them. (Reception - Humans) Prior Disiplinary Knowledge <ul style="list-style-type: none"> Asking Questions with a yes/no question to aid sorting Ask 1 or 2 simple research questions linked to a topic Observation - compare objects based on obvious features Predictions - Children consider in advance what might happen or what they may find out 		Future Substantive Knowledge <ul style="list-style-type: none"> Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. (Y2 - Living things and their habitats) Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. (Y6 - Living things and their habitats) Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats) Future Disiplinary Knowledge

	<ul style="list-style-type: none">• asking relevant questions and using different types of scientific enquiries to answer them• setting up simple practical enquiries, comparative and fair tests• making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions• identifying differences, similarities or changes related to simple scientific ideas and processes• using straightforward scientific evidence to answer questions or to support their findings.	
End points /by the end of this unit pupils will...	Crucial Knowledge	
<ul style="list-style-type: none">• Recall the name of the common animals	<div><div>A shark</div></div> <div><div>A cow</div></div>	
<ul style="list-style-type: none">• Identify a fish, amphibians, reptiles, birds and mammals	<div><div>A bird</div></div> <div><div>A fish</div></div> <div></div>	



A reptile



An amphibian



A mammal

- Recall a common feature between the following two animals



- They both have tails

- Recall the definitions of the following vocabulary

Herbivore
Carnivore
Omnivore

Which animal is a herbivore, carnivore and omnivore?



Herbivore only eats plants
Carnivore only eats meat
Omnivore eats both plants and meats



Carnivore




Herbivore



Omnivore
















Lesson Number 1 Mammals

<p>Key learning:</p>	<p>Concepts: Animals</p>	<p>Assessment tool – Flashback</p> <p>Enquiry question: Are all animals the same? (this question will be repeated at the start of each lesson)</p> <p>Introduce the term mammal and what it means.</p>
<p>Success Criteria: This should what the children should be able to do by the end of the lesson I know what an animal is I know what a mammal is I can group mammals into pets and wild mammals.</p> <p>Working scientifically: asking simple questions.</p>	<p>Suggested resources: Pictures of different mammals</p>	<p>Show that mammals have hair or fur. Show different types of mammals- name the different types,</p> <p>P and C – circle the mammal</p>  <p>Group the pictures of the mammals into wild mammals and pets – why are these animals pets and others aren't.</p> <p>Independent task – draw a wild mammal and a pet</p> <p>Repeat the enquiry question – What do children think?</p>

Vocabulary:

Animal, mammal, fur, wild mammals, pets

Lesson Number 2 Birds – Step 2

<p>Key learning: I can identify a bird.</p>	<p>Concepts: animals</p>	<p>Assessment tool – Flashback</p> <p>Enquiry question – are animals the same?</p> <p>Recap what a mammal is</p>												
<p>Success Criteria: This should what the children should be able to do by the end of the lesson I know what an animal is I know what a bird is</p> <p>Working scientifically – gather and record data</p>	<p>Suggested resources:</p>	<p>Introduce that birds are animals that has feathers, wings and a beak.</p> <p>P and C – Label the features of a chicken</p> <p>Independent task – Take a walk around school. Spend 5 minutes in playground, forest school, wild life garden – Count the number of different birds that you see and record</p> <p>Complete the table.</p> <table><tr><th>Bird</th><th>How many did you see?</th></tr><tr><td> blackbird</td><td></td></tr><tr><td> robin</td><td></td></tr><tr><td> pigeon</td><td></td></tr><tr><td> magpie</td><td></td></tr><tr><td> sparrow</td><td></td></tr></table> <p>Repeat the enquiry question – What do children think?</p>	Bird	How many did you see?	 blackbird		 robin		 pigeon		 magpie		 sparrow	
Bird	How many did you see?													
 blackbird														
 robin														
 pigeon														
 magpie														
 sparrow														

Vocabulary:
Animal, bird, beak, wings, feathers.

Lesson Number 3
Fish – Step 3

Key learning: I can identify a fish.	Concepts: animals	Assessment tool – Flashback Enquiry question – are animals the same? Recap what a mammal is Recap what a bird is
Success Criteria: This should what the children should be able to do by the end of the lesson I know what an animal is I know what a fish is	Suggested resources: different pictures of animals (mammals, birds, fish)	Introduce animals with fins, scales and gills are called fish. P and C – have different pictures of animals (mammals, birds, fish) – children to group them into the correct category. Independent task– Label the fish Repeat the enquiry question – What do children think?

Vocabulary:
Fish, fin, scales, gills

Lesson Number 4
Amphibians – Step 4

Key learning: I can identify an amphibian.	Concepts: Animals	Assessment tool – Flashback Enquiry question – are animals the same? Recap what a mammal, bird and fish is
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Success Criteria: This should what the children should be able to do by the end of the lesson I know what an animal is I know what an amphibian is	Suggested resources: Pond dipping equipment	Introduce animals that live on land and water are called amphibians. Can children recall any amphibians? Introduce the names of different amphibians. Identify the features of amphibians. Discuss similarities and differences between different amphibians. Label the features of a frog Independent – Go pond dipping in the pond in the wildlife garden Discuss what amphibians are found. Repeat the enquiry question – What do children think?
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Vocabulary:

Amphibian, frog, toad, newt, webbed feet

Lesson Number 5

Reptiles – Step 5

Key learning: I can identify a reptile.	Concepts: Animals	Assessment tool – Flashback Enquiry question – are animals the same? Recap what a mammal, bird, fish and amphibian is
Success Criteria: This should what the children should be able to do by the end of the lesson I know what an animal is I know what an reptile is	Suggested resources:	Introduce animals that have dry scales are called reptiles. Provide examples of different reptiles and the features. Children carry out a virtual zoo visit – name the different reptiles. Independent task – Children label the features of a reptile. Repeat the enquiry question – What do children think?

Vocabulary:

Reptile, scales, lizard, crocodile, turtle

Lesson Number 6**Compare and group animals – Step 6****Key learning:**

I can group animals based on their features.

Concepts:

Animals

Assessment tool – Flashback

Enquiry question – are animals the same?

Recap what a mammal, bird, fish, amphibian and reptile is

Success Criteria:

This should what the children should be able to do by the end of the lesson

I know what an animal is

I can recall the characteristics of a mammal, bird, fish, amphibian and reptile.

Suggested resources:

Pictures of different animals.

Describe the animal, children have to recall what type of animal they are.

P and C – children have photos of different animals and group.

Encourage children to think about their features.

Independent task – correctly group the different animals.

Working scientifically – identifying and classifying.

Sort the animals into the correct group.

cat

frog

crocodile

cow

chicken

pigeon

snake

dog

reptile

mammal

amphibian

bird

Vocabulary:

Animal, mammal, bird, fish, amphibian, reptile

<p>Key learning: I can identify animals that are carnivores.</p>	<p>Concepts: Animals</p>	<p>Assessment tool – Flashback</p> <p>Recap the different types of animals.</p> <p>Introduce that animals that only eat meat are called carnivores. These animals usually have sharp teeth to kill and eat their food.</p>
<p>Success Criteria: This should what the children should be able to do by the end of the lesson</p> <p>I can recall the different types of animals I know what a carnivore is.</p> <p>Working scientifically: identifying and classifying</p>	<p>Suggested resources: Pictures of animals and their diet</p>	<p>P and C – sort animals into animal that eat meat and animals that don't.</p> <p>Independent task – Children to identify whether the animal is a carnivore based on what it eats.</p> <p>Circle the carnivores.</p> <p>a)</p> <div data-bbox="862 566 1108 662"></div> <div data-bbox="907 678 1064 726">I eat lizards.</div> <div data-bbox="1164 518 1288 662"></div> <div data-bbox="1153 678 1310 726">I eat grass.</div> <p>b)</p> <div data-bbox="862 758 1108 949"></div> <div data-bbox="907 965 1064 1013">I eat grass.</div> <div data-bbox="1142 837 1288 949"></div> <div data-bbox="1153 965 1310 1013">I eat fish.</div> <p>c)</p> <div data-bbox="884 1045 1086 1236"></div> <div data-bbox="907 1252 1064 1332">I eat large mammals.</div> <div data-bbox="1120 1077 1332 1236"></div> <div data-bbox="1153 1252 1310 1332">I eat bamboo.</div>
<p>Vocabulary: Animal, carnivore, sharp teeth, wild animal, pet</p>		

Lesson Number 8
Herbivores – step 8

Key learning:

I can identify animals that are herbivores.

Concepts:

Animals

Assessment tool – Flashback

Recap the different types of animals.

Recap what a carnivore is.

Success Criteria:

This should what the children should be able to do by the end of the lesson

I can recall the different types of animals

I know what a herbivore is.

Suggested resources:

Pictures of different animals.

Introduce that animals that eat only plants are called herbivores.

Identify different animals that are herbivores.

P and C – group images of animals based on whether they are herbivores or not.

Independent task – identify the herbivores based on what they eat.

Circle the herbivores.

a)



I eat lizards.



I eat grass.

b)



I eat grass.



I eat fish.

c)



I eat leaves.



I eat fish.

Vocabulary:

Animal, herbivore, plants

Key learning: x	Concepts: Animals	Assessment tool – Flashback Engage- Recap names of the animals learnt in the previous lesson. Can we guess what they eat? Introduce Teach children what a carnivore/herbivore and an omnivore is. Show BBC Biteside video: https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/z96vb9q Provide children with different animal and show what they eat, children to work together to group them into herbivores, carnivores and omnivores. P and C use hoops to group the pictures as a group. Introduce the investigation: Can children identify whether the animal is a herbivore, carnivore and omnivore based on its 'poo' Model key sentences – I think it is a because Reflection – Revisit the key enquiry question: Are animals the same? - Discuss
Success Criteria: This should what the children should be able to do by the end of the lesson <ul style="list-style-type: none"> • I know the difference between carnivores, herbivores and omnivores. • I can work scientifically to investigate and compare the differences between carnivores, herbivores and omnivores. • Working scientifically: Identifying and classifying	Suggested resources: In pairs children will have a plate of different 'poo' Playdough in brown colour – these are to be rolled into small balls, leaves to be rolled into one set, small 'bones' into another and both in the last set' (Children will be going through the poo to identify whether the animal that ate it is a carnivore, herbivore or omnivore. Camera to take photos for Seesaaw Word mats – carnivore, herbivore, omnivore	
Vocabulary: Animals, carnivore, herbivore, omnivore		