





### SUBJECT MEDIUM TERM PLANNING - SCIENCE

Year Group: 1 TERM: Spring 1 Theme: Animals

#### National Curriculum:

- 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

- 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 Displinary Knowledge

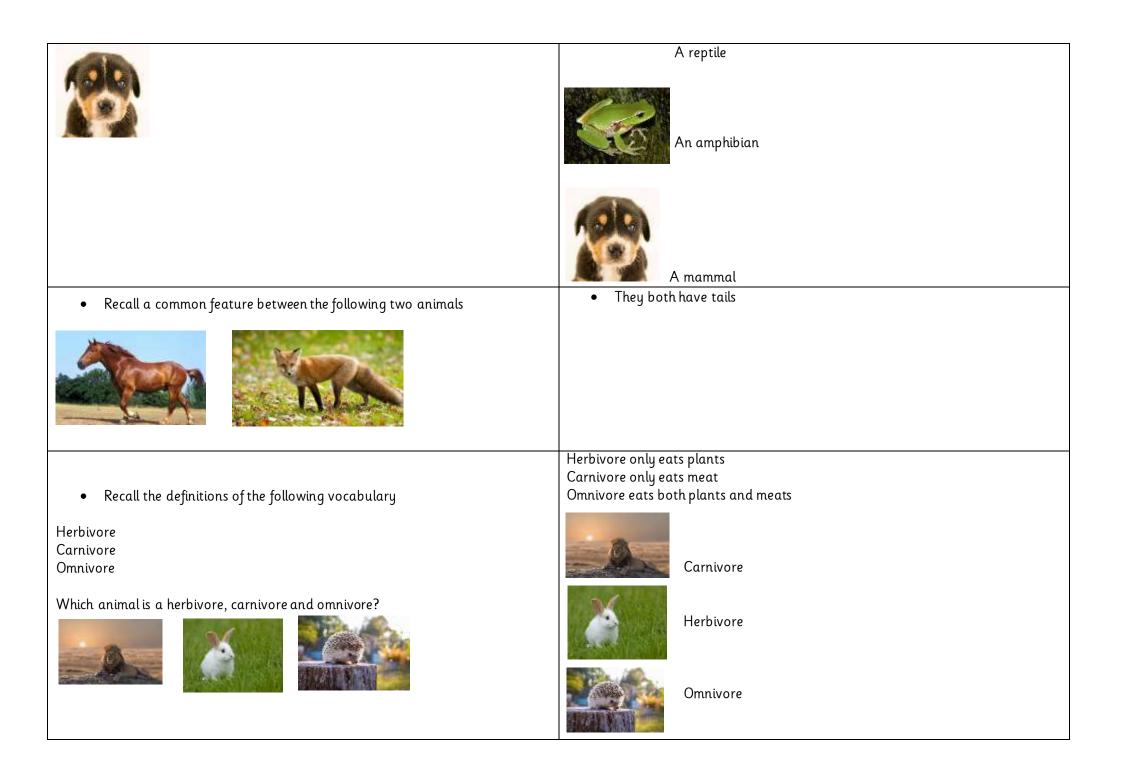
- Asking Questions with a yes/no question to aid sorting
- Ask 1 or 2 simple research questions linked to a topic
- Observation compare objects based on obvious features
- Predictions Children consider in advance what might happen or what they may find out

## Future Substantive Knowledge

- 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 Displinary Knowledge

# 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 Recall the name of the common animals A shark A cow • Identify a fish, amphibians, reptiles, birds and mammals A fish



Lesson Number 1 Mammals			
Key learning:	Concepts: Animals	Assessment tool — Flashback  Enquiry question: Are all animals the same? (this question will be repeated at the start of each lesson)	
		Introduce the term mammal and what it means.	
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.  Working scientifically: asking simple questions.	Suggested resources: Pictures of different mammals	Show that mammals have hair or fur. Show different types of mammals-name the different types,  P and C - circle the mammal  Circle the mammal  Group the pictures of the mammals into wild mammals and pets - why are these animals pets and others aren't.	
		Independent task – draw a wild mammal and a pet	
Wasaladan		Repeat the enquiry question — What do children think?	
Vocabulary:			

Animal, mammal, fur, wild mammals, pets

Lesson Number 2 Birds — Step 2

Key learning: I can identify a bird.	Concepts: animals	Assessment tool — Flashback
		Enquiry question — are animals the same?
		Recap what a mammal is
Success Criteria: This should what the children	Suggested resources:	Introduce that birds are animals that has feathers, wings and a beak.
should be able to do by the end of the lesson		P and C — Label the features of a chicken
I know what an animal is I know what a bird is		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
		Complete the table.
		Bird How many did you see?
Working scientifically — gather and record data		blackbird
		robin
		pigeon
		magpie

Repeat the enquiry question – What do children think?

sparrow

Vo cabulary: Animal, bird, beak, wings, feat	hers.	Lesson Number 3 Fish — Step 3	
<b>Key learning:</b> I can identify a fish.	Concepts: animals	Assessment tool — Flashback  Enquiry question — are animals the same?  Recap what a mammal 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)	Recap what a bird is  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			
<b>Key learning:</b> I can identify an amphibian.	Concepts: Animals	Assessment tool — Flashback  Enquiry question — are animals the same?	
		Recap what a mammal, bird and fish is	

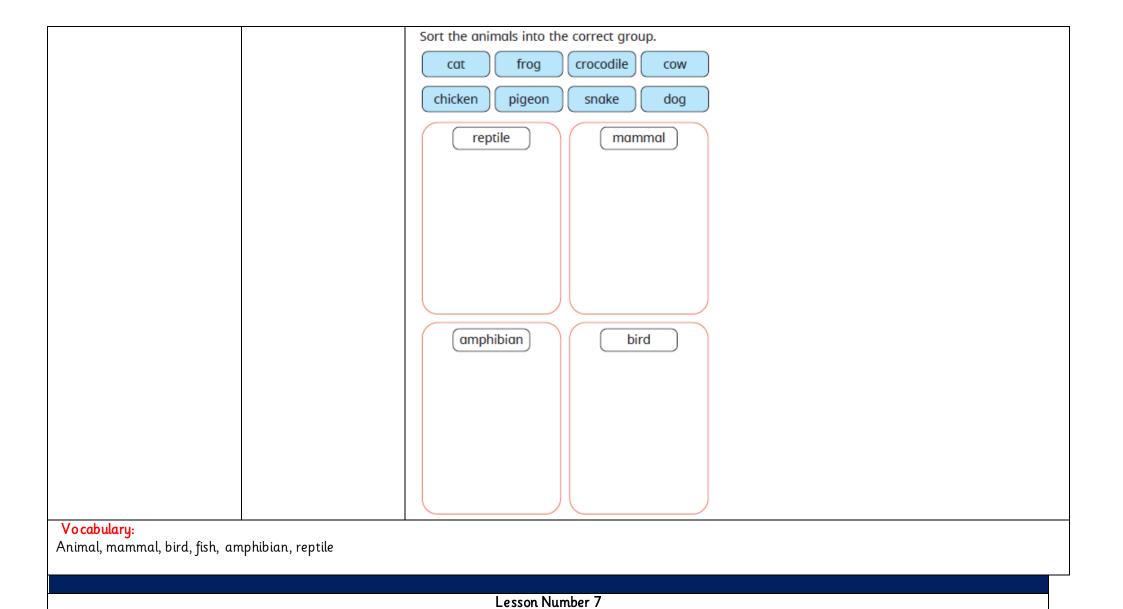
Success Criteria:	Suggested resources:	
This should what the children		Introduce animals that live on land and water are called amphibians.
should be able to do by the	Pond dipping equipment	Can children recall any amphibians? Introduce the names of different amphibians.
end of the lesson		Identify the features of amphibians.
I know what an animal is		
I know what an amphibian is		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.
		Discuss what amphibiants are journa.
		Repeat the enquiry question — What do children think?
Vo cabularu:		

#### 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?

		Lesson Number 6
		Compare and group animals — Step 6
<b>Key learning:</b> 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.  Working scientifically — identifying and classifying.	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.

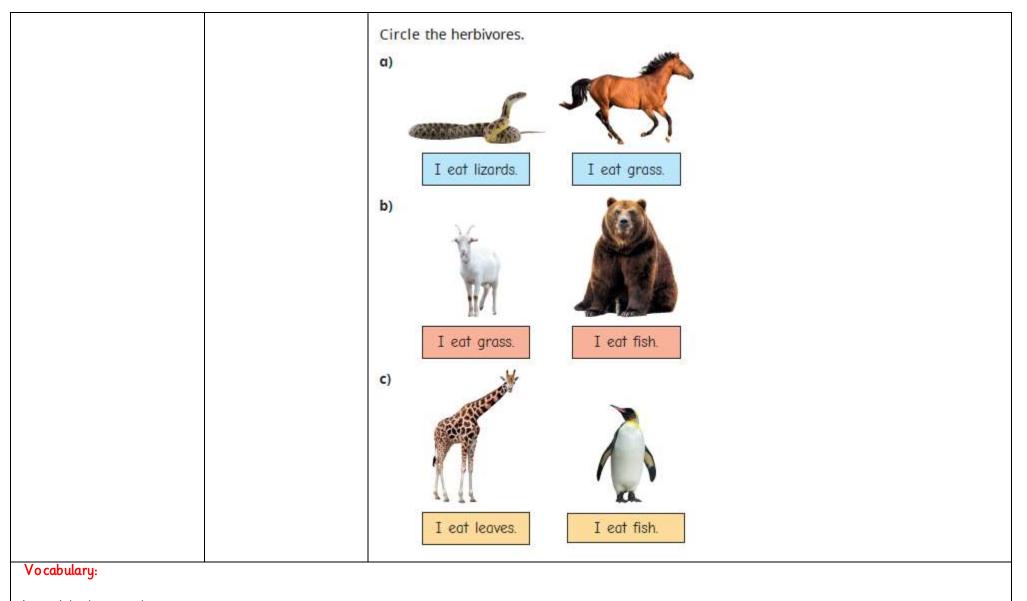


Carnivores – Step 7

Key learning:	Concepts:	Assessment tool — Flashback
I can identify animals that are carnivores.	Animals	Recap the different types of animals.
		Introduce that animals that only eat meat are called carnivores. These animals usually have sharp teeth to kill and eat their food.
Success Criteria:	Suggested resources:	These animais usually have sharp teeth to kill and eat their jood.
This should what the children should be able to do by the	Pictures of animals and	${\sf P}$ and ${\sf C}$ — sort animals into animal that eat meet and animals that don't.
end of the lesson	their diet	Independent task — Children to identify whether the animal is a carnivore based on what it eats.
I can recall the different types		Circle the carnivores.
of animals I know what a carnivore is.		a)
Working scientifically: identifying and classifying		I eat lizards. I eat grass.
		b)
		I eat grass. I eat fish.
		I eat large I eat
Vocabularu		mammals. bamboo.

Vocabulary: Animal, carnivore, sharp teeth, wild animal, pet

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.	



Animal, herbivore, plants

Lesson Number 9 Omnivores — step 9

Key learning:	Concepts:	Assessment tool — Flashback
X	Animals	<b>Engage</b> - Recap names of the animals learnt in the previous lesson.
		Can we guess what they eat?
Success Criteria:	Suggested resources:	Introduce Teach children what a carnivore/herbivore and an omnivore is.
This should what the children	33	reach children what a carmivore/herbivore and an omnivore is.
should be able to do by the	In pairs children will	Show BBC Biteside video: <a href="https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/z96vb9q">https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/z96vb9q</a>
end of the lesson	have a plate of different 'poo'	Provide children with different animal and show what they eat, children to work together to group them
I know the difference	Playdough in brown colour — these are to be	into herbivores, carnivores and omnivores.
between carnivores, herbivores and	rolled into small balls,	P and C use hoops to group the pictures as a group.
omnivores.	leaves to be rolled into	Introduce the investigation: Can children identify whether the animal is a herbivore, carnivore and
• I can work	one set, small 'bones' into another and both in	omnivore based on its 'poo'
scientifically to investigate and	the last set'	Model key sentences – I think it is a because
compare the differences between	(Children will be going through the poo to	Reflection — Revisit the key enquiry question:
carnivores, herbivores and omnivores.	animal that ate it is a	Are animals the same? - Discuss
•	carnivore, herbivore or	
Working scientifically:	omnivore.	
Identifying and classifying	Camera to take photos	
	for Seesaaw	
	Word mats — carnivore,	
	herbivore, omnivore	

Vo cabulary: Animals, carnivore, herbivore, omnivore