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| **Science Year 1 Medium Term Planning – Animals including humans** |
| **National Curriculum**• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores  |
| **Prior vocabulary knowledge****animal, human, living, plant** |
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|  | Lesson 1 | Lesson 2-3 | Lesson 4 | Lesson 5 | Lesson 6 |
| **Learning intention** | **What is an animal?** | What types of animals are there? | **What is similar and what is different?** | What does food tell us about an animals? | ENRICHMENT:What makes me an animal?What senses do I have? |
| **Working Scientifically** | identifyobserveask questions | observeidentifyask questionsrecord | observeidentifyask questionsrecord | observeidentifyask questions | observesuggest answersGather and record |
| **Recall and retrieval** | CQ: 1-6 | CQ: 7-11 | CQ:7-11 | CQ 12-14 | CQ:17-18 |
| **Sequence of knowledge throughout the lesson** | **Key knowledge**To know what makes an animal an animal.To know the differences between an animal and a plant.To use knowledge of what makes an animal an animal to categorise different things.  | **Key knowledge**To know there are different types of animal and the characteristics of;mammalsbirdsamphibiansreptiles fish  | **Key knowledge**To know similarities and differences between animals.To sort animals into different groups.To sort into groups according to given criteria:bloodcoveringbabiesbreathingTo observe animals closely and record observations.  | **Key knowledge**To know the characteristics of;a carnivoreherbivoreomnivoreand animals that can be sorted into each group.To know that an omnivore would be in both groups. | **Key knowledge**To know the features of humans.To know they are humans,To know we have senses and what they are.To investigate using different senses. |
| **Scaffolding** | Fewer animals. Pre teach vocabulary. | fewer animals. Key vocabulary for each animal group. | Pictures to support and record characteristics in a list. | pre teach vocabulary.List of food eaten by that animal.  | Pictures to support knowledge of body part for each sense.Match part with sense. |
| **Challenge** | Greater election of animals. Give reasons for choice of group. | Match criteria for each group and sort more animals. | Simple explanation of why an animal is a group. | Write a simple example of food eaten to explain why an animal is in which group. | Give egs of features of each sense. Ie I see with my eyes. I look at books. |
| **Vocabulary Tier 2** | Blood SensesYoungFeatherFurscales | Blood SensesYoungFeatherFurscales | Blood SensesYoungFeatherFurscales | Blood SensesYoungFeatherFurscales | Blood SensesYoungFeatherFurscales |
| **Vocabulary Tier 3** | MammalAmphibianReptileHerbivoreCarnivoreOminvore | MammalAmphibianReptileHerbivoreCarnivoreOminvore | MammalAmphibianReptileHerbivoreCarnivoreOminvore | MammalAmphibianReptileHerbivoreCarnivoreOminvore | MammalAmphibianReptileHerbivoreCarnivoreOminvore |