2

| **Science Year 1 Medium Term Planning – Advent 2: Animals including humans** | | | | | | | | | | | |
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| **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 | | | | | | | | | | | |
|  | | 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 animal? | | ENRICHMENT:  What makes me an animal?  What senses do I have? | |
| **Working Scientifically** | | identifying and classifying | | identifying and classifying  Using observations and ideas to suggest answers to questions. | | Observing closely, using simple equipment. | | Performing simple tests. | | Performing simple tests. | |
| **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;  mammals  birds  amphibians  reptiles  fish | | **Key knowledge**  To know similarities and differences between animals.  To sort animals into different groups.  To sort into groups according to given criteria:  blood  covering  babies  breathing  To observe animals closely and record observations. | | **Key knowledge**  To know the characteristics of;  a carnivore  herbivore  omnivore  and 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 selection 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; I see with my eyes. I look at books. | |
| **Tier 2 vocabulary** | | feathers  fur  scales | | feathers  fur  scales | | young  blood | | herbivore  carnivore  omnivore | | senses | |
| **Tier 3 vocabulary** | |  | | mammal  amphibian  reptile | |  | |  | |  | |