



SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

"Journeying together with Jesus Christ, we learn to love and love to learn."



Medium Term Planning Creative Learning Journey

Year Group: KS1	Topic: Animals including humans	Term: Spring 1
<p>National Curriculum Links (Ref: NC 2014)</p> <ul style="list-style-type: none"> Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense. 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. Describe and compare the structure of a variety of common animals. 		
Knowledge and Skills Objectives	Activity	Differentiation
<p>Lesson 1: I can identify and label the basic parts of the human body.</p> <p>Working scientifically: I can make some observations about the different parts of a human body. I can identify and classify different body parts.</p>	<p>As a whole class, mind map what is already known about animals and humans. Encourage children to think of any questions they are curious about.</p> <p>Intro: Play 'Simon Says/Heads Shoulders Knees and Toes' naming and pointing to the corresponding body part, including some interesting ones e.g. waist, hips, ankles, wrists, knees. Use as assessment.</p> <p>Show children the 'main parts of a Human Body' video https://www.bbc.co.uk/bitesize/clips/zsjsbk7 TTYP –Discuss the different parts of the human body. Explain that each part of our body has its own special job to do. TTYP - What do you think the job of each of these body parts is?</p> <p>On a large piece of paper, model drawing an outline of the body using a child as a template. Working in mixed ability groups, children are to then use post-it notes to identify and classify the body parts by labelling them.</p>	<p>In mixed ability groups, children draw around a body and label the different body parts. (Pic collage)</p> <p>LA/SEND: Label the body parts using word bank provided</p> <p>MA: Label the body parts in the given diagram.</p> <p>HA: Draw and label the different parts of a human body on the outline provided.</p> <p>Challenge:</p>



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		Explain what we use the body parts for (e.g. Our feet keep us balanced and stop us from falling over)
<p>Lesson 2: I can identify the five senses and how we use them.</p> <p>Working scientifically: I can identify and classify which senses are associated with which body part.</p>	<p>Recap on previous lesson on body parts. Can children name all the body parts before the two minute timer runs out?</p> <p>Explain to children that we have 5 senses that we use to learn about the world around us. TTYP – what are the 5 senses? https://www.bbc.co.uk/bitesize/topics/z9yycdm/articles/zxy987h Our senses help us to understand the world and to keep us safe.</p> <p>Discuss - Why are the senses important to us? Can we live without one of senses? If so how can we survive? Tell children that if we don't have one of our senses, our other ones have to work harder. For example, if we can't see, we might use touch to help us move around.</p> <p>Play the five senses game to check children's understanding https://www.abcya.com/games/five_senses</p>	<p>LA/SEND: Draw and label which sense is associated with which body part.</p> <p>MA/HA: Record the five senses and describe how we use them on the template provided.</p> <p>Challenge: Go on a field walk and use their five senses to record what they can hear, see, smell, touch and taste.</p>
<p>Lesson 3: I can perform a simple test using the five senses.</p> <p>Working scientifically: I can perform a simple test. I can gather and record data to help answer questions.</p>	<p>Recap on previous lesson on senses. TTYP – Name all the five senses and what we use them for.</p> <p>Introduce the experiment: The sugar and salt labels have fallen off the jar in the staff room. The teachers are putting salt in their cups of tea and are not very happy! We need to use the 5 senses to find out which one is salt and which one is sugar.</p> <p>Explain to children that we are going to perform a simple test using our five senses to work out which jar has sugar inside and which jar has salt.</p>	<p>All children in mixed ability pairs complete the experiment.</p> <p>LA/SEND: Use their senses to complete the table to gather evidence of their experiment – jot down adjectives in boxes e.g. Sight Pot 1 – white Pot 2 – white</p>



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	<p>Observe the 2 objects through the use of the senses – comparative e.g. how does it look? How does it feel? How does it smell? How does it taste? Discuss which is the best senses to use and why.</p>	<p>MA/HA: Use their senses to complete the table and record what they found out using adjectives to describe each pot. E.g. Taste Pot 1 – Sweet Pot 2- Salty The sense that helped me the most was taste because I know that sugar is sweet and salt is salty.</p> <p>Challenge: Research about the senses of common animals.</p>
<p>Lesson 4: I can identify and name some common birds and mammals.</p> <p>Working scientifically: I can ask questions about birds and mammals. I can identify and classify birds and mammals into the correct classification.</p>	<p>What is an animal? TTYP - What animals can you have as a pet? Children to popcorn as many as possible.</p> <p>Children to compare 2 pets e.g. cat and dog and in pairs discuss what they look like, are there any similarities and differences. Then compare 2 more, this time rabbit and fish.</p> <p>TTYP - Which is the odd one out monkey, dog or fish? Rabbit, mouse, lizard? Guinea Pig, hamster, parrot? Discuss why. Have a picture of a bird and a mammal on the whiteboard with the wrong label underneath.</p> <p>Children have to convince you it is wrong, by describing its features, and give the animal the correct label. TTYP - What are the different types of animals?</p>	<p>LA/SEND: Sort the pictures into groups – birds and mammals. Children to then label the animals.</p> <p>MA/HA: Create a poster to name some common birds and mammals and the criteria for that group. (e.g. Birds have wings and feathers)</p> <p>Challenge: Compare mammals and birds – identifying their key features. Look for similarities and differences between</p>



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	<p>In groups, children to compare and sort toy animals/ images of birds and mammals based on their similarities and differences. Can they group them? How? Why? Do you know what this group of animals is called?</p> <p>Then teach them the group names & explain the differences between them. https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zp92xnb https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zyd6hyc</p>	<p>them.</p>
<p>Lesson 5: I can identify and sort some common reptiles, fish and amphibians.</p> <p>Working scientifically: I can identify and classify reptiles, fish and amphibians into the correct classification. I can explain the difference between the animal groups.</p>	<p>Recap on birds and mammals TTYP - name some mammals and some birds Show a picture of a parrot... is this a mammal? Why not?</p> <p>Show images of: amphibians, fish and reptiles. TTYP about where they might see them? Watch the video, explaining the differences: https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zc6br82 https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zp9pfg8 https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zxgq2hv Discuss - Can the children name some reptiles? What about a clownfish? Where does that belong? What do we know about fish? What about a frog? Does it fit any of the above criteria?</p> <p>Give children images of: amphibians, fish and reptiles. Children to identify, classify and sort into appropriate groups. Describe why they have grouped how they have. TTYP - What are the different types of animals? Can we make up a song to remember the animal groups?</p>	<p>LA/SEND: Sort pictures into groups – reptiles, fish and amphibians. Pic collage.</p> <p>MA: Classify the animals into the correct animal groups.</p> <p>HA: As above, including a description of each animal group (A frog is an amphibian because...)</p> <p>Challenge: Create a poster about the animal groups.</p>
<p>Lesson 6: I can describe the structure of different birds</p>	<p>Ask the children what they already know about birds and their bodies.</p> <p>I think all birds have feathers, 2 legs, 2 wings and can fly.</p>	<p>LA/SEND: Label the body parts of a bird, e.g. eyes, 2 legs, beak, feathers, wings etc.</p>



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<p><u>Working scientifically:</u> I can use my observations and ideas to suggest answers about the characteristics of different birds.</p>	<p>TTYP - What do you think? Do you think I am right?</p> <p>We are going to look at different birds and find things that are the same and things that are different about them.</p> <p>Watch the video on birds and their structure: https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zyd6hyc</p> <p>In small groups, children to look at pictures of different birds and identify their features and characteristics – thinking about the shape, colour and sizes.</p> <p>Teach the children that not all birds look the same – show pictures of 2 different birds on the whiteboard – robin and penguin</p> <p>TTYP - what is the difference between a robin and a penguin? A robin can fly but a penguin can't. Penguins have webbed feet and flippers.</p>	<p><u>MA:</u> Label the body parts of 2 different birds. Robin – wings, legs, claws etc. Penguin – webbed feet, flipper, beak etc.</p> <p><u>HA:</u> As above and explain what makes both of these animals birds e.g. Both birds have a beak, eyes, legs and wings. Robins can fly but penguins can't, they have webbed feet and flippers.</p> <p><u>Challenge:</u> Write a 'did you know...?' fact about one of the birds.</p>
<p><u>Lesson 7:</u> I can describe the structure of different fish and mammals</p> <p><u>Working scientifically:</u> I can use my observations and ideas to suggest answers about the characteristics of different fish and mammals</p>	<p>Ask the children what a fish is and what they already know about fish. TTYP about how they survive underwater and why they would not survive on land. Teach the children about fish eyes, the mouth, head, tail, scales and fin. Explain that they use gills to breathe. They suck in water through their mouth and breathe out through their gills. https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zxgq2hv</p> <p>TTYP about what they already know about mammals and their bodies. Tell the children that humans are animals and debate this.</p>	<p><u>LA/SEND:</u> Label the different parts of a fish and a rabbit e.g. fin, gill, eyes, mouth, tail, scales.</p> <p><u>MA/HA:</u> Label the body parts of 2 chosen animals within the fish and mammal group. Describe the characteristics for each one, e.g. mammal - warm-</p>



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	<p>Have a picture of a human and a dog and ask, do they both belong to the same animal classification group? Why? Why not? Discuss what makes both of these animals fish and mammals</p> <p>Mammals – warm-blooded, live on land and in water, have fur or hair, have skeletons inside their bodies, breathe through lungs, give birth to live babies who drink their mother's milk etc.</p> <p>Fish – cold-blooded, live in water, gills to breathe, fins, tail, scales,</p>	<p>blooded, have fur or hair, give birth to live babies. Fish – live in water, cold-blooded, has scales, fins and gills to breathe underwater.</p> <p>Challenge: Ask questions about animals e.g. do all mammals live on land?</p>
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Applied Write Opportunities:

Children to apply knowledge learnt in lessons to write a non-chronological report on animals. They will have had the opportunity to sort and compare different animals in previous lessons.

Key Vocabulary

Tier 2: record, compare, research, conclude, observe, see, hear, smell, touch, taste, body, eyes, nose, hands, fingers, mouth, tongue, ears.

Tier 3: animals, paws, wings, legs, feet, toes, tail, amphibians, birds, mammals, fish, reptiles, herbivores, carnivores, omnivores, humans, living, senses, survive, habitat, fins, gills, scales, fur, feathers, elbows, shoulders, wrist, waist.