



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 2
National Curriculum Links (Ref: NC 2014)		
<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 describe the structure of different fish and mammals</p> <p>Working scientifically: I can use my observations and ideas to suggest answers about the characteristics of different fish and mammals</p>	<p>Can children remember the name of each animal group? Ask them 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/zxgg2hv TTYP about what they already know about mammals and their bodies. Tell the children that humans are animals and debate this.</p> <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>LA/SEND: Label the different parts of a fish and a rabbit e.g. fin, gill, eyes, mouth, tail, scales.</p> <p>MA/HA: Label the body parts of 2 chosen animals within the fish and mammal group. Describe the characteristics for each one, e.g. mammal - warm-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>



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	<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>Challenge: Ask questions about animals e.g. do all mammals live on land?</p>
<p>Lesson 2: I can describe and compare the structure of different reptiles and amphibians.</p> <p>Working scientifically: I can identify the characteristics of reptiles and amphibians. I can gather and record data by labelling body parts of reptiles and amphibians.</p>	<p>Children to popcorn animals from each classification group as you call them. How many reptiles and amphibians do they know about?</p> <p>Compare reptiles and amphibians - Have a picture of a reptile and an amphibian on the board and ask the children if they can tell which is the amphibian and which is the reptile. TTYP - What’s the same and what’s different about each animal? Do all animals have the same body parts as us?</p> <p><u>Task 1</u> Have pictures of reptiles and amphibians and explore the structure of their body parts. Children to label the body parts in small groups. Look for similarities and differences between them</p> <p>Discuss reptiles - Do they have ears? Explain to children that reptiles have ear holes instead of ears, they have scales, not fur and dry skin. They can have 4 legs like tortoises or no legs like snakes. Next discuss amphibians – What type of skin do they have? Tell children that amphibians are cold blooded, just like reptiles, which</p>	<p>LA/SEND: Sort reptiles and amphibians pictures and label each one.</p> <p>MA: Draw a reptile and an amphibian and label their body parts. Jot down what’s the same and what’s different. E.g. Frogs have eyes, legs, back, throat and webbed feet. Tortoises have eyes, head, tail, legs and shell.</p> <p>HA: Draw and label a reptile and an amphibian and compare their characteristics e.g. Crocodiles are reptiles. They have dry, scaly skin, short legs and a long tail whereas frogs are amphibians. They have</p>



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	<p>means that their body temperature is affected by how hot or cold their surroundings are. They have smooth, moist skin but no scales.</p> <p>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</p>	<p>moist skin, webbed feet and no tail.</p> <p>Challenge: Ask questions about reptiles and amphibians e.g. Do all amphibians have webbed feet?</p>
<p>Lesson 3: I can identify, name and sort animals that are herbivores, carnivores and omnivores.</p> <p>Working scientifically: I can identify what different animals eat. I can sort animals into the diet groups they belong to.</p>	<p>All living things need to eat. We call what animals eat their diet. Show children pictures of different animals and suggest what they might eat. TYP -What do you think this animal eats?</p> <p>Introduce children to the terms 'carnivore', herbivore' and 'omnivore'. Animals can be put into groups based on the types of food they eat. Some animals called 'carnivores' only eat meat. Others are called 'herbivores'. They only eat plants. Animals that eat meat and plants are called 'omnivores'.</p> <p>Watch the video to learn more about animal groups and what they eat. https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/z96vb9q</p> <p>In small groups, children to have a go at sorting animals according to what they eat. Talk about what kind of food we eat and which diet they think we have. Are we a carnivore, omnivore or herbivore? Song: https://vimeo.com/295318262</p>	<p>LA/SEND: Sort animals into their diet groups using a venn diagram</p> <p>MA: Sort animals into their diet groups using a venn diagram. Write a sentence about each diet group. E.g. Herbivores eat plants. Carnivores eat meat. Omnivores eat both meat and plants.</p> <p>HA: As above, then explain further the difference between the diet groups. E.g. Omnivores are animals that eat both meat and plants. Monkeys are omnivores because they eat fruits and small lizards.</p>



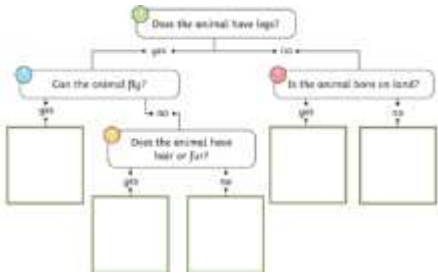
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		<p>Challenge: Children to record what a pet eats and report if it is a carnivore, herbivore or omnivore.</p>
<p>Lesson 4: I can use a classification key to sort animals.</p> <p>Working Scientifically: I can sort animals using a classification key. I can ask questions about animals</p>	<p>Tell the children that in Science, we have been looking at the five different animal groups. Can they remember what they are?</p> <p>Today we are going to use a classification key to group the animals.</p> <p>Explain that a classification key is a series of questions that help you work out the characteristics of something. When you answer one question, it either branches off to another question or identifies the animal.</p> <p>Show images of classification keys and emphasise how all of the questions asked need to be answered with 'yes' or 'no.'</p> <p>Task 1 - Display a blank classification key with different types of animals at the bottom and yes/no question stems. Children work in mixed ability pairs to place each animal in the correct place.</p>	<p>LA/SEND: Complete a simple classification key by answering the questions and sticking each animal in the correct box.</p>  <p>MA: Complete the classification key by writing their own questions.</p>



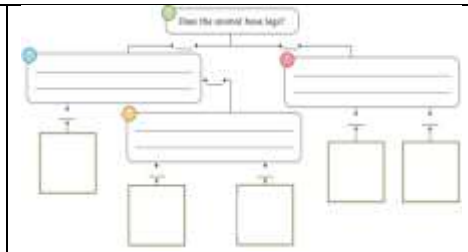
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HA:

Create their own classification key by asking questions about different animals. E.g. Does the animal lay eggs?

WC 14th March 2022

BRITISH SCIENCE WEEK

Outdoor activity

Lesson 5:

I can research some facts about animals.

Working Scientifically:

Tomorrow, we are going to write a non-chronological text about our favourite animal. Before we do that, we have to research some facts about them.

TTYP – about which animal you will be researching about? What do you want to find out about your favourite animal?

Guide children to research about their favourite animal’s diet, the animal group they belong to, what they look like and where they live.

LA/SEND:

Research their favourite animal – what they eat, what they look like and where they live.

MA/HA:

Research facts about one of their favourite animals in the animal group - finding out about their diet, their characteristics and structure (body parts) and the animal group



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		they belong to. Challenge: Add a 'did you know...?' fact about your favourite animal.
<p>Lesson 6: I can write a non-chronological report on animals.</p>	<p>Animals quiz to consolidate knowledge from previous lessons. Discuss as a whole class which is the odd one out and why.</p> <p>Tell the children today they are going to write a report about their favourite animal.</p> <p>In the previous lesson, the children did some research about their favourite animals and made some notes using a mind map to help them write their report today.</p> <p>Go through the Non-chronological report success criteria with the children. Remind Year 2s about the key features of a non-chronological text. Explain to the Year 1s what non-chronological texts are and look at some examples - discuss what is included e.g. heading, sub-headings, facts, interesting information and pictures.</p> <p>Take feedback and model writing the first section of their non-chronological report.</p>	<p>LA/SEN: Report template. Write simple sentence(s) about each sub-heading – What they look like, what they eat, where they live.</p> <p>MA: Report template. Use their research notes to write about each sub-heading – Appearance, Diet and Habitat. E.g. My animal has a beak, wings and feathers.</p> <p>HA: Write a non-chronological report about their favourite animal including a main heading and sub-headings – using their research notes to help them.</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.