



# 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

Subject: Science	Topic: Living Things and Habitats	Differentiation
<p><b>NC Links:</b></p> <ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> </ul>		
<p><b>Lesson 1:</b> <b>I can group animals</b></p> <p><b>Working Scientifically objectives:</b></p> <ul style="list-style-type: none"> <li>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>	<p>Show chn the PPT explaining what classification is.</p> <p>Ask chn to discuss and sort how various fruit, vegetables and snacks would be grouped, giving reasons for their answers.</p> <p>Provide chn a zoo animal list and set them the challenge of being taxonomists: can they group them based on their similarities and differences?</p> <p>Reflect with the whole-class on how the children have grouped the animals then give them a classification key template.</p> <p>Explain really carefully how the animals selected for the top boxes must then be the only animals used for the boxes below for the diagram to work effectively.</p>	<p><b>WT:</b> Children to classify 16 animals.</p> <p><b>EXP:</b> Children to classify 32 animals.</p> <p><b>Challenge:</b> Children to classify tricky species: turtle, toad, penguin, ostrich, shark, whale.</p> <p><b>Intervention Groups Taking Place</b> Maths with Jordan James DLD/Lego Therapy with Sarah Roberts</p>
<p><b>Lesson 2:</b> <b>I can classify my own creature</b></p> <p><b>Working Scientifically objectives:</b></p> <ul style="list-style-type: none"> <li>gathering, recording, classifying and presenting data</li> </ul>	<p>Recap Y4 living things unit – what is a vertebrate? What is an invertebrate? What animal groups can we remember? E.g. mammals, reptiles, amphibians etc (Children found this difficult to do and required more time on this)</p>	<p><b>WT:</b> Support them to ensure that they do not mix groups together.</p> <p><b>EXP:</b> Use fact file sheet for support.</p>



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<p>in a variety of ways to help in answering questions</p> <ul style="list-style-type: none"> <li>identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>	<p>Chn to match animals to each group – e.g. rabbit to mammals and say why.</p> <p>Explain very carefully that in today's lesson we are going to create our own creature that fits within one of the groups – that is, we are not mixing two groups together. Therefore, we cannot have a mammal full of fur that can breathe under water with gills.</p> <p>Ask chn to design their own creature and write about their characteristics.</p>	<p><b>Challenge:</b> Children to work out the group that certain animals drawn by peers belong to.</p> <p><b>Intervention Groups Taking Place</b> Maths with Jordan James DLD/Lego Therapy with Sarah Roberts</p>
<p><b>Lesson 3:</b> <b>I can describe and investigate harmful micro-organisms</b></p> <p>Working Scientifically objectives:</p> <ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision</li> </ul>	<p>Describe and explain micro-organisms and show examples in real-life.</p> <p>E.g. virus, yoghurt, cheese.</p> <p>Show chn a selection of images and ask them to vote whether they are helpful or harmful.</p> <p>Then give them 10 seconds for each with their partner to name the micro-organism responsible for it.</p> <p>Explain to chn that they are going to investigate the conditions that cause mould to grow on bread.</p> <p>Conclude the lesson by asking chn to unscramble the anagrams on the PPT. Then discuss the effects of micro-organisms.</p>	<p><b>WT:</b> Use the prompt investigation sheet for support.</p> <p><b>EXP:</b> Explain their prediction, referring to micro-organisms.</p> <p><b>Intervention Groups Taking Place</b> Maths with Jordan James DLD/Lego Therapy with Sarah Roberts</p>
<p><b>Lesson 4:</b> <b>I can conclusions from my investigation</b></p>	<p>Chn to observe their bread set-up from the previous lesson.</p>	<p><b>WT:</b> Complete their results table.</p>



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<ul style="list-style-type: none"> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations</li> </ul>	<p>Ask chn to explain their conclusions and describe how they could use their results to keep bread mould-free for longer.</p> <p>Gallery Walk: Chn to walk around and share results with other groups in the classroom.</p> <p>Show chn PPT to explain the difference between fungi and bacteria. Can chn identify which cell is which?</p> <p>Chn to share 3 things they have learnt with their partner about micro-organisms.</p>	<p><b>EXP:</b> Complete their results table and write a clear conclusion.</p> <p><b>Intervention Groups Taking Place</b> Maths with Jordan James DLD/Lego Therapy with Sarah Roberts</p> <p>*Print photograph of bread for chn's books.</p>
<p><b>Lesson 5:</b> <b>I can describe and investigate how virus' spread</b></p> <p><b>Working Scientifically objectives:</b></p> <ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision</li> </ul>	<p>Explain to chn that today they will learn about why soap works and why it is better than just using water to wash your hands.</p> <p>The surface of the water in the bowl represents your hands.</p> <p>The pepper represents harmful dirt and germs that need to be washed away.</p> <ol style="list-style-type: none"> <li>Fill the bowl halfway with water.</li> <li>Sprinkle some black pepper on.</li> <li>Dip your finger in the centre of the bowl and observe.</li> <li>Dry your hand.</li> <li>Dip your finger into the bowl after applying soap and observe.</li> </ol> <p>Photograph what happens.</p>	<p><b>Intervention Groups Taking Place</b> Maths with Jordan James DLD/Lego Therapy with Sarah Roberts</p> <p>*Print photograph of pepper bowl for chn's books.</p>



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<p><b>Lesson 6:</b> <b>I can plan a set of instructions on staying safe during the pandemic.</b></p> <p><u>Working Scientifically objectives:</u></p> <ul style="list-style-type: none"><li>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li><li>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li></ul>	<p>Explain to the chn that we will be writing a set of instructions telling the public how to stay safe during the Covid-19 pandemic.</p> <p>Ask chn to talk to their partners and mind-map as many ways as possible to keep safe during this time.</p> <p>Show children using the iPad some example mind-maps. Give chn a few more minutes to include any missing information.</p> <p>After chn have done this, challenge the chn to rank their ideas in order of importance.</p> <p>Share ideas with the class and give reasons why.</p>	<p><b>Mixed Ability Groupings</b></p> <p>Work in teams to create a mind-map and hook the children in to the writing task that will follow.</p>
<p><b>Lesson 7:</b> <b>I can write a set of instructions on staying safe during the pandemic.</b></p>	<p>Explain to the chn that they will be writing an introduction &amp; listing what materials will be needed to stay safe.</p> <p>Ask chn to talk to their partner to discuss what makes an effective introduction.</p> <p>Using pupils' ideas, model an example introduction for chn to read.</p> <p>Emphasise the importance of:</p> <ul style="list-style-type: none"><li>A clear title</li><li>A clear topic sentence</li><li>Some background information to set the context</li><li>A clear reason for following these instructions – highlighting the dangers of not.</li></ul> <p>Give chn time to craft their introduction.</p>	<p><b>Independent Write:</b></p> <p>All pupils can use word banks/models provided.</p> <p><b>Intervention Groups Taking Place</b></p> <p>Maths with Jordan James DLD/Lego Therapy with Sarah Roberts</p>



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<p><b>Lesson 8:</b> I can write a set of instructions on staying safe during the pandemic.</p>	<p>Chn to continue their independent writing: write a list of bullet points which clarify how to stay safe.</p> <p>Encourage chn to consider clause structure / SPaG features to make more interesting.</p>	<p><b>Independent Write:</b> All pupils can use word banks/models provided.</p> <p><b>Intervention Groups Taking Place</b> Maths with Jordan James DLD/Lego Therapy with Sarah Roberts</p> <p>*Print photograph of bread for chn's books.</p>
<p><b>Lesson 9:</b> I can write a set of instructions on staying safe during the pandemic.</p>	<p>Chn to continue their independent writing: conclude by detailing why these suggestions must be followed, what the signs of Coronavirus are and what to do if you suspect you have Coronavirus.</p>	<p><b>Independent Write:</b> All pupils can use word banks/models provided.</p> <p><b>Intervention Groups Taking Place</b> Maths with Jordan James DLD/Lego Therapy with Sarah Roberts</p> <p>*Print photograph of bread for chn's books.</p>
<p><b>Applied Write opportunities:</b> Children to write a letter to Boris Johnson about the effects of Covid-19. Children to write a set of instruction on how to keep safe during the pandemic.</p>		
<p><b>Key Vocabulary:</b> Tier 2 – mammals, reptiles, amphibians, insects, birds, fish, species Covid-19, Coronavirus, virus, mould, habitat, similarities, differences, characteristics Tier 3 – micro-organisms, fungi, bacteria, , classification, taxonomists, vertebrate, invertebrate, pandemic</p>		