



SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy



Year Group: Year 1 & Year 2		Term: Autumn 2 (Cycle B)		Topic: Animals including humans	
<p>National Curriculum Links</p> <p>Pupils in Key Stage One should be taught to:</p> <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults. • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Working Scientifically</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions 					
Prior Learning			Future Learning		
<ul style="list-style-type: none"> • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals, including humans) • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 - Animals, including humans) 			<ul style="list-style-type: none"> • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. (Y3 - Animals, including humans) • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5 - Living things and their habitats) • Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats) • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. (Y6 - Animals, including humans) 		
Common Misconceptions					

Some children may think:

- an animal's habitat is like its 'home'
- all animals that live in the sea are fish
- respiration is breathing
- breathing is respiration.

Sustainable Development Goals & Social Catholic Teaching

These Sustainable Development Global Goals would be perfect to fit with this unit of learning:

These Catholic Social Teaching strands would be perfect to fit with this unit of learning:

Applies Write Opportunities

To write a set of instructions for washing their hands and having good hygiene.

Enrichment Opportunities

Assessment Opportunities

- Can describe, including using diagrams, the life cycle of some animals, including humans, and their growth to adults e.g. by creating a life cycle book for a younger child
- Can measure/observe how animals, including humans, grow.
- Show what they know about looking after a baby/animal by creating a parenting/pet owners' guide
- Explain how development and health might be affected by differing conditions and needs being met/not met

Key Vocabulary

Tier Two:

gather, perform, record, measure, identify, result

Tier Three:

offspring, humans, animals, basic needs, energy, nutrition, survive, reproduce, exercise, healthy, hygiene, balanced diet, life cycle, oxygen, carbohydrates, proteins, fibre, dairy, active, sport, physical activity, germs, bacteria, anti-bacteria.

Knowledge and Skills Objectives	Activity	Differentiation
<p>Lesson 1: I can identify and classify different types of food.</p> <p>Working Scientifically:</p>	<p>Recap previous learning on basic needs of humans and animals. Can children remember what they are?</p> <p>Explain that we need to eat lots of different types of food to stay healthy and strong – A balanced diet. Tell children that we need to eat food for different food groups. Some we can eat as much as we like, and some we shouldn't eat too much as it could make us less healthy.</p> <p>In groups, children to sort pictures of different types of food in as many different ways as they can think of. Ask them which foods we should not eat too much of and why we should not eat too much of them.</p> <p>Can they sort them into two groups? E.g. healthy and unhealthy, food we need to eat and food we don't need to eat. Can children classify the foods into three groups: Lots of it, some or only a little? Clear any misconceptions.</p> <p>Explain that a balanced diet comprises of different food groups: fruits and vegetables; Carbohydrates (bread, pasta and potatoes); Proteins (meat and fish); milk and dairy and fats and sugars. Children to sort images of food into the correct section.</p>	<p>All children (mixed ability group) to sort the pictures of different types of food in as many different ways as they can think of.</p> <p>After that, can they sort the food into the correct food group refer to criteria posters if needed.</p> <p>*take photographs and stick as pic collage</p> <p>Y2 Challenge: Use a Carroll /Venn diagram to record their classifying. E.g. Healthy/ unhealthy/ with moderation/solid/liquid</p>

Knowledge and Skills Objectives	Activity	Differentiation
<p>Lesson 2 I can describe the importance of eating the right amounts of different types of foods.</p> <p>Working Scientifically</p>	<p>Show food groups images from previous lesson. Is there any food we need more of? Why? Any food we need less of? Why? What would happen if we eat too much of one food? I.e. too much meat, sugar and fats? What would happen if we don't eat enough meat, bread etc.?</p> <p>Talk about why we need the right types and the right amounts of food. We need to eat a balanced diet because different types of food do different jobs in our bodies. Some kinds of food are very good for us. We can eat these as much as we like, and some we shouldn't eat too much as it could make us less healthy.</p>	<p>All children to create a balanced meal on an Eatwell plate template using a selection of pictures provided/ drawing their own foods and label.</p> <p>MA/HA: Children describe their balanced meal and explain why they chose these foods. E.g. I need to eat a lot ofbecause I need to eat only a little of is healthy.....</p> <p>Y2 Challenge: Children to give reasons why we need to eat the right types of food. E.g. We need to eat lots of fruits and vegetables each day and less sugary foods because..... If we don't eat enough of.....</p>
Knowledge and Skills Objectives	Activity	Differentiation
<p>Lesson 3 I can find out about the importance of exercise.</p> <p>Working Scientifically</p>	<p>Talk about the different ways to get exercise every day. Mind map children's ideas. Discuss why it is important to exercise. Exercise is any activity that makes your body work hard. Talk about the kinds of exercise they enjoy doing and the ones they would like to learn.</p> <p>Explain to children that today they will collect some data about exercising. TTYP - Can they think of five different exercises with their partner that they</p>	<p>All children to perform 5 different exercises in pairs and complete a table activity sheet.</p> <p>MA/HA: Record data about what happens to their body and how many times they can complete an exercise within 1 minute.</p>

	<p>can complete within 1 minute? Would they need any resources? How will they time each other? Will it be indoor or outdoor?</p> <p>In mixed ability pairs, children to carry out different exercises and make a series of observations of changes to their body during different exercises. Ask children to think about how their bodies change when they do exercise e.g. increased heart-rate, breathing more often and sweating. Ask them to think about how they feel after doing exercise. How many times can they do an exercise in a minute? What happens to their body after exercising?</p>	<p>Y2 Challenge: Children to use their observations and data collected to suggest answers to questions.</p>
Knowledge and Skills Objectives	Activity	Differentiation
<p>Lesson 4 I can describe the importance of exercise.</p> <p>Working Scientifically</p>	<p>Recap on the importance of exercise and what it does to our body. TTYP about some different ways that we can exercise and how exercise may help us.</p> <p>Emphasise on the fact that children of their age should be doing 60 minutes of physical activity every day such as riding a bike or scooter, walking to school, playing a sport, swimming, running etc.</p> <p>Recap on what happened in previous lesson – how they felt after doing exercise and how their bodies change when they do exercise e.g. increased heart-rate, breathing more often and sweating. Explain that today they will create a poster for the whole school about the importance and benefits of exercise.</p> <p>Talk about what a poster must include: A powerful title, pictures, short captions, eye-catching message etc.</p> <p>TTYP about the information they want to include, the pictures they will choose to tell the reader the message.</p>	<p>LA/SEN: Design a poster about the importance of exercise and write simple captions such as Exercise makes you fit and happy. Run, walk and swim.</p> <p>MA/HA: Design a persuasive poster about the importance and benefits of exercise using short, snappy sentences/phrases and attention grabbing pictures and captions. E.g. Exercise keeps you healthy. Go for a walk, play a sport or go on a bike ride. Let's be active.</p> <p>Y2 Challenge: Give reasons why it is important to exercise and what might happen if you don't.</p>

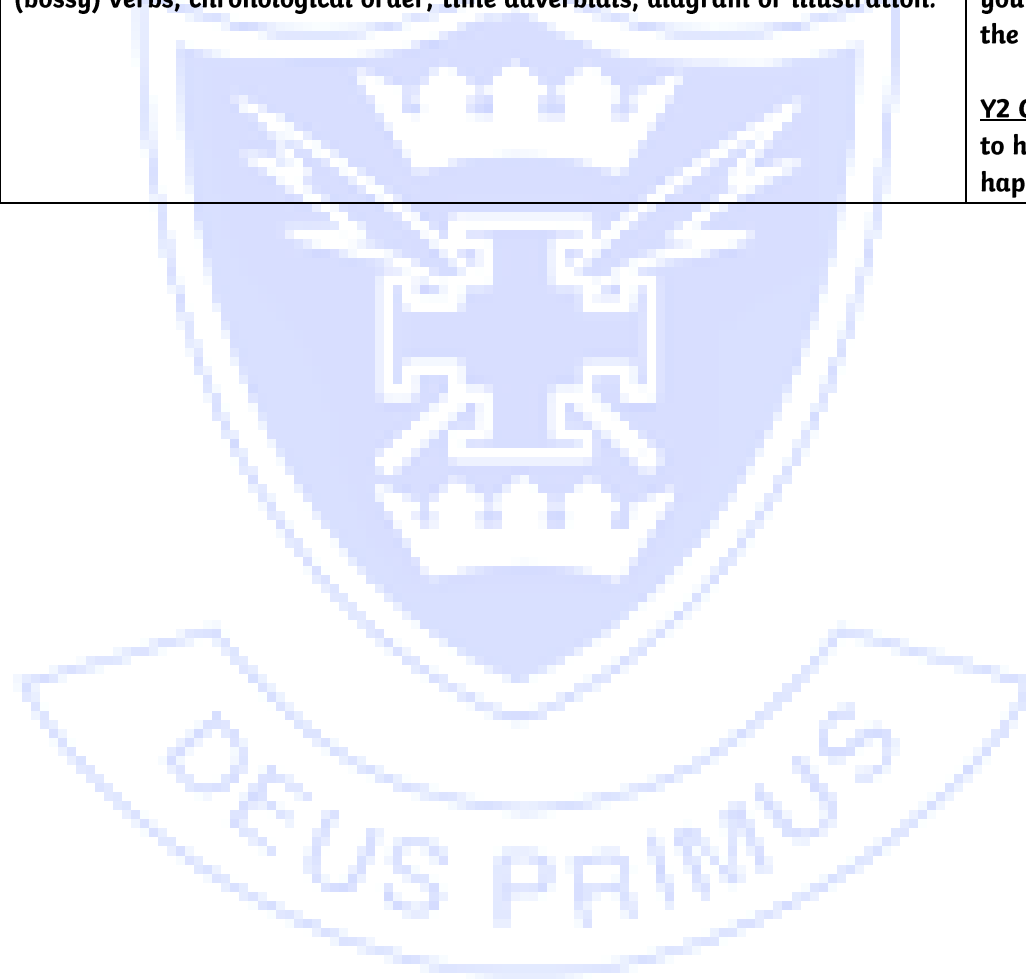
Knowledge and Skills Objectives	Activity	Differentiation
<p>Lesson 5 I can investigate the importance of hygiene by performing a simple test.</p> <p>Working scientifically</p>	<p>Intro: Ask children if they have heard of the word 'hygiene' before and what they think it means. Explain that hygiene is about how we keep clean and stop ourselves from getting ill. TTYP about the ways of keeping clean and why it is important to have a good hygiene.</p> <p>Talk about how we pick up germs when we touch things, when we go to the toilet, when we cough or sneeze and when we are around people who are ill (may refer to Covid-19) and what we can do to stop germs spreading and keep our body clean and healthy.</p> <p>Explain that as a whole class, they will perform a test to find out how germs spread in the form of a sneeze and record their findings in their book. Can they predict how far a sneeze may travel? What might happen if you cover your mouth and nose with your hand when you sneeze? What about with a tissue?</p> <p>After performing the test, can they talk about their findings and suggest answers to questions?</p>	<p>All children to perform a simple test to find out how fast and far germs spread in the form of a sneeze.</p> <p>LA/SEN: Record their findings on the table activity sheet provided.</p> <p>MA/HA: Make predictions, record their findings.</p> <p>Y2 Challenge: As above and write a conclusion about why we should wash our hands after coughing or sneezing.</p>
Knowledge and Skills Objectives	Activity	Differentiation
<p>Lesson 6 I can describe the importance of having good hygiene by writing a set of instructions for washing my hands.</p> <p>Working Scientifically</p>	<p>Recap on how to have a good hygiene, to keep clean and healthy. E.g. If we don't keep our hands clean, then we spread these germs around. Talk about hand washing. Why it is important to wash our hands properly? When do we need to wash our hands?</p> <p>Explain that they are going to write a set of instructions for the Reception children on how to wash their hands properly to stop germs spreading and</p>	<p>LA/SEN: To complete how to wash your hands sequencing activity and write simple instructions for each picture. E.g. 1. Wet hands, 2. Put soap on hands, 3. Rub hands etc.</p>

why it is important to wash our hands regularly and when do we need to do so?

Discuss key features of an instruction text: Title, subheadings, imperative (bossy) verbs, chronological order, time adverbials, diagram or illustration.

MA/HA: To write a set of instructions for washing your hands properly to get rid of germs using time adverbials. E.g. First, wet your hands with clean water. Next, turn off the tap and apply soap.

Y2 Challenge: Further explain why it is vital to have a good hygiene and what would happen if we don't keep our hands clean.





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Year Group: Year 1 & Year 2	Term: Spring 1 (Cycle B)	Topic: Everyday Materials
<p>National Curriculum Links Pupils in Key Stage One should be taught to:</p> <ul style="list-style-type: none">• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>Working Scientifically</p>		
Prior Learning	Future Learning	
<ul style="list-style-type: none">• Distinguish between an object and the material from which it is made. (Y1 - Everyday materials)• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Y1 - Everyday materials)• Describe the simple physical properties of a variety of everyday materials. (Y1 - Everyday materials)• Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1 - Everyday materials)	<ul style="list-style-type: none">• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. (Y3 - Rocks)• Notice that some forces need contact between two objects, but magnetic forces can act at a distance. (Y3 - Forces and magnets)• Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. (Y5 - Properties and changes of materials)• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. (Y5 - Properties and changes of materials)	

Common Misconceptions

Some children may think:

- only fabrics are materials
- only building materials are materials
- only writing materials are materials
- the word rock describes an object rather than a material
- solid is another word for hard.

Sustainable Development Goals & Catholic Social Teaching

These Sustainable Development Global Goals would be perfect to fit with this unit of learning:

These Catholic Social Teaching strands would be perfect to fit with this unit of learning:

Applied Write Opportunities

Children to apply knowledge learnt in previous lessons to write about the recycling process and explain why it is important.

Enrichment Opportunities

They will have had the opportunity to explore materials that can be recycled in lesson 6.

Key Vocabulary

Tier Two:

group, identify, classify, discuss, change, reuse, reduce

Tier Three:

materials, metal, wood, plastic, glass, brick, rock, paper, water, fabric, cardboard, squashing, bending, twisting, stretching, hard, soft, rough, dark, smooth, broken, breakable, opaque, transparent, absorbent, stiff, brittle, dull, rigid, elastic, waterproof, not waterproof, cold, shiny, coloured, recycling, recycle, melted, raw materials, pellets.

Knowledge and Skills Objectives	Activity	Differentiation
<p>Lesson 1 I can name everyday materials and explain why they are used.</p> <p>Working Scientifically</p>	<p>Have pictures of materials for children to discuss; metal, wood, plastic, glass, brick, rock, paper, water, fabric and cardboard. Can they name them?</p> <p>Explain to children that everything in our world is made out of different kinds of materials. Discuss how we can tell what material things are made from (look, sound, feel, texture). Why are objects are made out of particular materials? Why are windows made out of glass for example?</p>	<p>SEN/LA: Children to name each material and write a simple sentence explaining why it is used e.g. wood is hard so we use it to make tables. Metal is strong so we use it to make cars.</p> <p>MA/HA: Children write a more detailed explanation about why materials are used e.g. wood is used to make pencils because it is hard but also light. We can't use wood to make cars because it would rot.</p> <p>Year 2 challenge: Display questions asking children about various objects e.g. Which material would be best for making a table? Why? What could we use to make a plate or a mug? Children explain why each material is suitable for the task.</p>

Knowledge and Skills Objectives	Activity	Differentiation
<p>Lesson 2 I can talk about materials that objects are made from.</p> <p>Working Scientifically</p>	<p>Watch the interactive video: https://www.youtube.com/watch?v=XnkQcP-RHCw</p> <p><u>Have a quick discussion of the uses of different materials and their properties. For example, metal can be used for coins, cans, cars. Why is it good for these things?</u></p> <p>Starter activity: Find objects in the classroom which are made out of more than one material and identify what they are (e.g. pencil sharpener – plastic and metal)</p> <p>Recap what we learnt yesterday about the properties of materials and why materials are used for certain things.</p> <p>What are materials used for?</p> <p>Discuss what some of the materials may be used for before watching the video (uses of everyday materials): https://www.bbc.co.uk/bitesize/clips/ztjc87h</p>	<p>SEN/LA: Children match the objects to the correct material.</p> <p>MA/HA: Children list objects that are made from each material.</p> <p>Year 2 challenge: Children identify objects made out of more than one material and explain why they are made out of these particular materials.</p>

	<p>Talk about the suitability of materials and discuss as a class. Refer to properties of materials and ensure children can discuss what an object is and what it is made of.</p>	
Knowledge and Skills Objectives	Activity	Differentiation
<p>Lesson 3 I can compare and group materials based on their properties.</p> <p>Working Scientifically</p>	<p><u>MTYT – Hard/soft; shiny/dull; rough/smooth; bendy/rigid; waterproof/not waterproof, stretchy/stiff, transparent/opaque etc.</u></p> <p>Go through keywords and explain what they mean. Can children think of other properties?</p> <p>Remind children that a property of a material tells us something about it e.g. paper is bendy. <u>Have a range of objects made from different materials and ask children to describe what they look/feel like. What words would they use to describe each object/material?</u></p> <p><u>Children to examine the properties of each material and sort them using a Venn diagram. To challenge children, provide them with the key question cards and allow them to create their own classification key e.g. is it hard or soft? Is it opaque or transparent?</u></p>	<p>SEN/LA: Children to use a Venn diagram to sort materials.</p> <p>MA/HA: Children to use a more complex classification key with yes and no answers (e.g. Is it stretchy? Is it transparent? Can it float?)</p> <p>Take photos of children sorting the materials and create Pic Collage for books.</p> <p>Year 2 challenge: Give children 4 images of materials: wood, metal, glass, fabric. Get them to come up with their own questions and create a classification key e.g. Is it smooth? Is it hard? Is it bendy? Is it waterproof?</p>
Knowledge and Skills Objectives	Activity	Differentiation

<p>Lesson 4 I can identify and classify natural and man-made materials.</p> <p>Working Scientifically</p>	<p>Starter Question: How can we tell if a material is natural or man-made?</p> <p>Some materials are natural such as wood and rock as they are found in the world around us and that others are man-made such as plastic and glass. TTYP – Which materials are natural? Which materials are man-made? Look around the classroom and see which materials have been used. Are there more man-made materials than natural ones? Why is this the case? What about if we go outside?</p> <p>Task 1: Display pictures of each material and get the children to sort them under the titles 'natural' or 'man-made.'</p> <p>Task 2: With their partner, children choose one natural and one man-made material and explain how they know it fits into that category. Teacher to model first e.g. I know wood is a natural material because it comes from trees. I know glass is a man-made material because they make it in a factory using sand and a mixture of chemicals.</p>	<p>SEN/LA: Children sort natural and man-made materials.</p> <p>MA/HA: Children identify natural and man-made materials and explain how they know (see examples given in whole-class Task 2).</p> <p>Year 2 challenge: Think of objects made from both natural and man-made materials e.g. a natural wooden chair with man-made fabric on top, a wooden pencil with man-made paint coated on it.</p>
Knowledge and Skills Objectives	Activity	Differentiation
<p>Lesson 5 I can investigate how the shape of objects can change when they are squashed, bent, twisted and stretched.</p>	<p>Before the lesson, ensure the following items are placed in the middle of each group of children: playdough, paper, plastic straw, plastic bag, pencil, sponge, elastic band, coin, piece of fabric (enough for each table to share).</p>	<p>All children to make predictions first based on their prior knowledge. Mixed ability groups: Children investigate the changes in different objects when they are squashed, bent, twisted and stretched by</p>

<p>Working Scientifically</p>	<p>Prompt children to think and talk about how the shape of objects made from some materials can be changed. Can they tell the difference between solid and non-solid? Discuss in pairs/small groups: How can we change the shape of objects made from some materials? Can you think of an example of when you have changed the shape of something? What was it and how did you change it? Which materials do you think would be easy/more difficult to change the shape of? Why?</p> <p>Children have the opportunity to explore objects on their tables. Discuss in groups how they could change the shape of them. Encourage children to manipulate the objects on the tables by squashing, bending, twisting and stretching them. What do you think will happen if you try to bend or stretch a coin/pencil? What do you think will happen if you try to twist or squash a sponge?</p> <p>Record findings in terms of how they can change the shape for each object.</p>	<p>performing simple tests and recording their findings on the template provided.</p> <p>Children to describe what they found out and how they found it out, using their findings to draw a simple conclusion.</p> <p><u>Year 2 challenge:</u> Children to explain why they think some materials can be changed in this way and others cannot (e.g. the elastic band can be stretchy so that you can wrap it around things of different sizes).</p>
<p>Knowledge and Skills Objectives</p>	<p>Activity</p>	<p>Differentiation</p>

Lesson 6

I can explain why it is important to recycle everyday materials.

Working Scientifically

Starter question: What is recycling?

Children to discuss what recycling means to them. Discuss materials that can be recycled such as paper, plastic, cardboard, glass, metal, clothes etc. Talk about how children recycle at home. What do they do? Which materials go in each bin and what colour are they? Then refer to what recycling we do at school. Why is it important to recycle?

Explain that we will be writing a fact file about recycling using the following headings:

What is recycling?

Which materials can be recycled at home?

Why do we recycle?

How is plastic recycled?

Discuss questions as a class and write key words on the board to refer to later on.

SEN/LA: Writing a simple fact file using the headings provided.

MA/HA: Writing a fact file straight into their books, using their own question sub-headings.

Year 2 challenge: Children make a poster to display around school which encourages people to recycle.





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Medium Term Planning Creative Learning Journey

Subject: Science	Living things and their habitats	Differentiation
<p>NC Links: Working scientifically –</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions. <p>Year 1: –</p> <ul style="list-style-type: none"> • identify and name a variety of common animals that are carnivores, herbivores and omnivores <p>Year 2: Living things and their habitats –</p> <ul style="list-style-type: none"> • Explore and compare the differences between things that are living, dead, and things that have never been alive • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • Identify and name a variety of plants and animals in their habitats, including microhabitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 		
<p>Lesson 1: I can compare the differences between things that are living, dead and have never been alive.</p> <p>Working Scientifically objectives: I can use my observations</p>	<p>Introduction: In partners, or small groups, look at the picture cards. Explain that with their partner, you want them to try to put the pictures into different groups/categories. They could have two groups or three groups. Draw out how different children have grouped them – they may have grouped those using plants and non-plants. During discussion, lead the children to think about things that are living, dead and never been alive. Give them some time to explore grouping in this way.</p> <p>Year 1: Today we are going to be comparing the differences between</p>	<p>All children – categorise picture cards into living, dead and never alive.</p> <p>LA/SEND – Model this and leave them to independently sort the cards.</p> <p>Use the Living or Non-Living Sorting Cards, one card per pair. Show children the sorting hoops, labelled 'Living' and 'Non-</p>



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Medium Term Planning Creative Learning Journey

<p>and ideas to suggest answers to questions</p>	<p>things that are living, dead and have never been alive.</p> <p>Year 2: Today we are going to be comparing the differences between things that are living, dead and have never been alive and explaining how we know.</p> <p>Lesson Presentation: With the children on the carpet, brainstorm what they already know about living things.</p> <p>Key questions: How do you know if something is living? Can you recall any of your knowledge from when we looked at plants? Do you think this could be applied to all living things, not just plants?</p> <p>Recap Mrs Gren (seven life processes) - https://video.link/w/X2Mwc</p> <p>Whole class activity: Living, Dead or Never Alive? Use the picture cards. Show children the sorting hoops, labelled 'living, dead and never alive', and demonstrate how to sort a card into the appropriate set by considering if the item does or does not demonstrate life processes. Address any misconceptions.</p>	<p>Living', and demonstrate how to sort a card into the appropriate set by considering if the item does or does not demonstrate life processes. In pairs, children sort their cards into the appropriate hoops.</p> <p>MA – cut out the pictures and sort them into living, dead or never alive. Stick these groups into their books.</p> <p>HA – Keep on the carpet to model how to explain their answers.</p> <p>Pick one picture from each category (living, dead or never alive) and write how you know they are in that category using Mrs Gren terminology. e.g. Paper was once alive because paper is made from trees. I know trees are a living thing because I can see them grow but paper is not living because it can't do any of the seven life processes.</p>
<p>Lesson 2: I can map a habitat and identify what is in it.</p> <p>Working Scientifically objectives:</p>	<p>Introduction: TTYP – What does the word 'habitat' mean? - the natural home or environment of an animal, plant, or other organism.</p> <p>Year 1 and 2: Today we are going to be visiting habitats in our school and investigating whether things are living, dead or have never been alive.</p>	<p>All children – to list what they could see in their local habitat and group them into living and not, dead or never alive.</p> <p>LA/SEND – use the woodland area picture and label living, dead or never alive.</p>



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	<p>Our Local Habitat: Explain that the children are going to visit a local habitat – our outside area.</p> <p>In mixed ability pairs, children survey the local habitat and make a list of all the things that are living, dead or have never been alive using the <u>Local Habitat Living, Dead or Never Alive Activity Sheet</u>. Invite them to look closely into cracks and crevices with their magnifying glasses. Draw their attention to fallen leaves and plant debris (dead), to rocks and stones (never alive) and what is beneath them (alive).</p>	<p>MA –</p> <p>HA –</p> <p>Challenge:</p>
<p>Lesson 3: I can explain how different habitats provide for different animals and plants.</p> <p>Working Scientifically objectives: Using their observations and ideas to suggest answers to questions</p>	<p>Local habitats Recap the different habitats observed in the school environment last week, eg; pond, field, woodland, garden. Revisit these areas outside and ask children to observe and explore what animals could live there and why they think that.</p> <p>Once back in class recap – what animals could live in the different habitats? Discuss how different habitats provide for basic needs of different kinds of animals and plants providing shelter, food and a safe place to raise their young.</p> <p>Look at info on PPT slides about fox, bird, frog and discuss.</p>	<p>All children – label the different habitats within the school environment.</p> <p>LA/SEND – Stick pictures of animals into their habitat.</p> <p>MA – As above and give one reason how the habitat provides for an animal who lives there.</p> <p>HA – As above giving more detailed reasons how the habitat provides for the basic needs of different plants and animals.</p>



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<p>Lesson 4: I can explain how different micro-habitats provide for different animals and plants.</p> <p>Working Scientifically objectives: Observing closely, using simple equipment</p> <p>Gathering and recording data to help in answering questions</p>	<p>Micro-habitats Discuss what a microhabitat could be if you know what a habitat is. Read the description of a microhabitat from the PPT Slide.</p> <p>Children observe a large image of a forest area. Can they suggest what micro-habitats they can see? Explain that an organism is any living thing. What organisms do they think live there? What do they think the micro-habitat provides for them? Discuss.</p> <p>Take children outside. Observe a range of micro-habitats: under a log, under a brick, in the grass, base of a tree, in a pot, under leaves and in a bush. Children to split into two groups and choose two micro-habitats each.</p> <p>Record what is there and why – how does the habitat provide for the basic need of those animals? Take photos to discuss in class. What might change the micro-habitat?</p> <p>Share findings. What organism was the most common? Which micro-habitat contained the most / least organisms?</p>	<p>LA/SEND – Draw and label 4 different micro-habitats within the school environment and record organisms found there.</p> <p>MA – As above and describe the micro-habitat</p> <p>HA – As above and explain how the habitat provides for the basic needs of the organisms living there.</p>
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<p>Lesson 5: I can identify how most living things live in habitats to which they are suited.</p> <p>Working Scientifically objectives: Using their observations and ideas to suggest answers to questions</p>	<p>World habitats. We have looked at habitats in the school environment so far. Today we are going to look at world-wide habitats. With your partner talk about the world habitats you can think of? Eg: the desert. Children to split into 4 groups each one looking at a different habitat- desert, ocean, rainforest, arctic. What questions might we want to ask? E.g: -What is the habitat like? -What is the weather like in the habitat? -What plants/animals live there? And where do they live? -What do the animals in the habitat eat? Year 1 can use the information given on PPT slides. Year 2 may want to use ipads/information books.</p> <p>As each group feeds back their information to the class use the PPT to discuss how most living things live in habitats to which they are suited and they have special features to help them survive in the habitat. Look at examples of the polar bear, spider monkey, shark and camel.</p>	<p>LA/SEND – Drawing and labelling animals that live in the 4 different habitats – desert, (camel, snake, lizard, scorpion) ocean, rainforest (jaguar, poison dart frog, sloth, monkey) arctic (polar bear, reindeer, snowy owl, arctic hare)</p> <p>MA –Explain why a spider monkey wouldn't survive in the ocean, a shark in the rainforest, a polar bear in the desert, a camel in the arctic</p> <p>HA –Explain why each animal (polar bear, spider monkey, camel, shark) is suited to the habitat it lives in.</p>
<p>Lesson 6: I can identify animals that are carnivores, herbivores and omnivores.</p> <p>I can describe how animals obtain their food from plants</p>	<p>With a partner choose an animal from this list (blackbird, tiger, rabbit, humans, foxes, elephant, shark, bear) and write down the food it eats. Does it eat plants, meat or both? Discuss a few examples.</p> <p>Watch – What types of food do animals eat? https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/z96vb9q</p>	<p>LA/SEND/MA – Work in small groups using sorting cards to sort animals into herbivores, carnivores and omnivores.</p> <p>HA- Using Venn Diagram sort animals into groups according to what they eat.</p>



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<p>and other animals, using the idea of a simple food chain.</p> <p>Working Scientifically objectives: Asking simple questions and recognising that they can be answered in different ways.</p> <p>Identifying and classifying.</p>	<p>Explain where plants get their food from. <i>Discuss, that they need water and sunlight. They don't survive off other living things – they produce food for other organisms.</i></p> <p>On the whiteboard, show human, grass and sheep. Identify what animal eats what. Take feedback. Children to put these in order starting with the producer (plant) first. Use arrows. Explain why the sheep eats grass. Why do we eat sheep?</p> <p>Animals are called consumers. This is because they cannot make their own food so that they need to eat or consume plants or other animals.</p> <p>Watch – What is a food chain? https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/z3c2xnb</p>	<p>Year 1 – Food chains tube activity and talk about the food chain they have made.</p> <p>LA/SEND – Complete food chain with 3 pictures</p> <p>MA – Complete food chain with 4 pictures</p> <p>HA- Use food chain sorting pictures to create own food chains</p>
<p>Applied Write opportunities: Habitat for Sale – Writing a description of a particular habitat and who might like to live there.</p>		
<p>Key Vocabulary: Tier 2 – living things, habitat, natural, environment, adapt, depend Tier 3 – microhabitat, organism, producer, consumer, food chains, carnivores, herbivores, omnivores</p>		



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Subject: Science	Topic: Plants	Differentiation
<p>NC Links: Working scientifically –</p> <ul style="list-style-type: none">• asking simple questions and recognising that they can be answered in different ways• observing closely, using simple equipment• performing simple tests• identifying and classifying• using their observations and ideas to suggest answers to questions• gathering and recording data to help in answering questions. <p>Year 1 Plants -</p> <ul style="list-style-type: none">• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees• identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Year 2: Plants –</p> <ul style="list-style-type: none">• observe and describe how seeds and bulbs grow into mature plants <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>		
<p>Lesson 1: I can identify and describe different parts of a plant.</p> <p>Working Scientifically objectives: Observe the different parts of a plant, suggest answers to questions,</p>	<p>Have a selection of flowers on the tables, use cutting boards, knives and magnifying glasses to explore the different parts of the plant. Encourage the children to discuss their names and their jobs. Feedback as a group – what did the group observe and find out?</p> <p>Use information sheets 9, 10, 14, 20, 22 from (roots, stems, leaves and flowers). Share between the groups of children and ask them to find out the job of specific parts of the flower. Make notes on post it notes of the key parts of the plant.</p>	<p>All children – Create a picture of a plant using the resources, label it and describe what the different parts do.</p> <p>LA/SEND – make a picture of a plant and label the different parts</p> <p>MA - make a picture of a plant and label the different part, include a short description of its job.</p>



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	Year 1s – HA to read to the group.	HA – As above, include a description of its job and use some scientific vocabulary e.g. nutrients, roots, skeleton, leaves, stems, tubes, growth, energy, carbon dioxide, photosynthesis. Oxygen. Challenge: Where do you think the best place to grow a plant would be? Why?
<p>Lesson 2:</p> <p>I can identify and name common wild and gardening plants</p> <p>Working scientifically: asking simple questions and recognising that they can be answered in different ways</p> <p>identifying and classifying</p>	<p>Start with this video: https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/zw2y34j</p> <p>Can you name any plants? What plants do you see around school or in your garden?</p> <p>Send children to the tables, explore the pictures of plants – what have you observed? What can you see? Can you name any of the plants?</p> <p>Work through the PP to identify and name the garden plants</p> <p>Now look at the wild garden powerpoint – what do you notice? Anything similar? Give each table a set of wild plant cards. Call out the names of each wild plant and children have to select it – can make this harder by describing e.g. I am red with a black centre.</p>	<p>LA/SEND – classify the flowers as garden and wild plants by sorting the pictures</p> <p>MA – as a group create a classification key using the headings provided for wild garden and wild plants</p> <p>HA – complete the classification keys for wild plants</p> <p>Year 2 – MA - complete the classification keys for wild plants - 6 HA – create own classification key – 8</p> <p>Challenge: How do sunflowers get in the garden? How do poppies get in the field? What is the difference?</p>



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<p>Lesson 3: I can identify and name common trees including deciduous and evergreen trees.</p> <p>Working scientifically: identifying and classifying gathering and recording data to help in answering questions.</p>	<p>HOMEWORK – LEAF HUNT - Before the lesson, ask the children to collect a variety of deciduous and evergreen leaves for homework.</p> <p>Introduce the topic of today's lesson. What do you think makes a tree an evergreen? Do you know what time of year deciduous trees start to lose their leaves? Describe the annual cycle of a deciduous tree, linking to what we know about the seasons.</p> <p>In pairs, children identify the leaves they have collected by matching them to the photos on the Tree Hunt Activity Sheet. Using the Tree Powerpoint, discuss which was the most common. Invite the children to share any leaves they collected that were not on the Tree Hunt Activity Sheet.</p> <p>Develop a criteria/description to identify 2 types of trees (use the descriptions that are given on the Lesson Presentation as prompts). Children sort the leaves into two groups: deciduous or evergreen. If the children haven't collected leaves at home, they can use the tree sorting cards.</p>	<p>All children in the school grounds (if raining use real pictures)</p> <p>LA/SEN – Making observational drawings of deciduous and evergreen trees and write words to describe their appearance/differences.</p> <p>HA/MA – Making observational drawings of deciduous and evergreen trees and describing the difference between them.</p> <p>Y2 Challenge: Include a comma list to show example of trees in each category e.g. some examples of deciduous trees are an oak, a beech and an ash tree.</p>



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<u>Applied Write opportunities:</u>		
<u>Key Vocabulary:</u> Tier 2 - Tier 3 -		