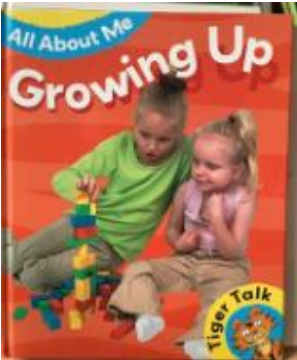

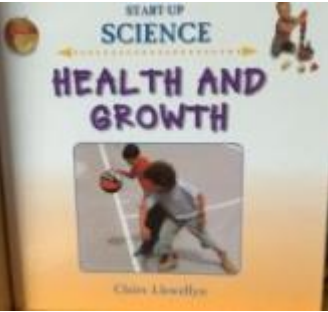




BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Science	Growing Up	2	Spring 2	10 hours
 <p data-bbox="239 919 336 954">Library</p>	 <p data-bbox="632 927 728 963">Library</p>	 <p data-bbox="1020 870 1117 906">Library</p>	 <p data-bbox="1331 894 1566 930">KS1 picture books</p>	 <p data-bbox="1703 894 1938 930">KS1 picture books</p>
<p data-bbox="107 984 449 1084">End of Key Stage 1 Outcomes</p>	<p data-bbox="495 984 1913 1084">Asking simple questions and recognising that they can be answered in different ways.</p> <p data-bbox="495 1092 1241 1138">Observing closely, using simple equipment.</p> <p data-bbox="495 1146 936 1192">Performing simple tests.</p> <p data-bbox="495 1200 968 1245">Identifying and classifying</p> <p data-bbox="495 1253 1766 1299">Using their observations and ideas to suggest answers to questions. [?]</p> <p data-bbox="495 1307 1587 1352">Gathering and recording data to help in answering questions.</p>			
<p data-bbox="107 1369 317 1469">End of Unit Outcomes</p>	<p data-bbox="495 1369 1919 1414">I notice that animals, including humans, have offspring which grow into adults.</p> <p data-bbox="495 1422 1982 1468">I can find out about and describe the basic needs of animals, including humans, for</p>			

	<p>survival (water, food and air)</p> <p>I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>I can explore and compare the differences between things that are living, dead, and things that have never been alive.</p>
Vocabulary	<p>offspring, grow, adults, nutrition, reproduce, survival, water, food, air, exercise, hygiene, eggchicken-egg, eggcaterpillar-pupabutterfly, spawntadpole-frog, lambsheep, baby-toddlerchild-teenager-adult, living, dead, never alive</p>

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities (Possible Computing Activities)	Resources
Lesson 1	2 hours	<p>WALT: describe changes to animals as they grow.</p> <p>WILF: I can give differences between living and non-living things. I can name the stages of human life.</p> <p>I can tell you about an online tool that will help me to</p>	<p>Working Scientifically: Identifying and classifying</p> <p>Introduce the children to a range of baby mammals, birds, amphibians and reptiles, asking the children to identify them where they can.</p> <p>Children work in small groups to complete the Animals and Their Young Matching Cards Activity, matching the animal babies with their parents, and labelling the animals and babies with their names. When the children have finished, photograph their work to record.</p> <p>Read the information on the Lesson Presentation to explain how mammals, birds, amphibians and reptiles are born, and how they change as they grow.</p> <p>Children complete the How Animals Grow Activity Sheet, drawing an animal of their choice as a baby and as an adult, and writing a description of how the animal grows.</p>	<p>Mini whiteboards and pens - class set</p> <p>I pad to record</p>

		<p>share my ideas with other people.</p>	<p>Explain the concept of life cycles. Using the images on the Lesson Presentation, children work with a partner to arrange the life cycle of a frog and a butterfly. Still working in pairs, children choose an animal and draw the stages of its life cycle on a mini whiteboard.</p> <p>Animation linked to Lifecycle make and move using plasticine.</p>	<p>Koma Koma App on I-Pads.</p>
<p>Lesson 2</p> <p>How do we change throughout our lives?</p>	<p>2 hours</p>	<p>WALT: understand that humans have offspring that grow into adults.</p> <p>WILF:</p> <p>I can name the stages of human life.</p> <p>I can put the stages of human life in order.</p> <p>I can describe differences between the stages.</p>	<p>Working Scientifically: Gathering and recording data to help in answering questions.</p> <p>Invite children to discuss with a partner, some of the ways that they have changed as they have grown. Take feedback from the class. Ask children to identify and name the different stages in the human timeline. Read the information on the Lesson Presentation, to introduce children to the six stages of the human timeline. Using the Growing and Changing Mini Book Template, children complete the activity by drawing a picture of a human at each stage of the timeline, reading the labels and choosing which one goes with each life stage. If preferred, this activity can be completed using the Growing and Changing Matching Cards.</p> <p>Enquiry Question:</p> <p>Do children get faster as they grow older?</p> <p>Children work in groups to discuss how they could investigate the answer to this question. This can be done as a verbal activity, or if preferred, children can jot down their</p>	<p>Twinkl sheets lesson 2</p> <p>Human Growth Timeline Activity Sheet.</p>

			<p>ideas on the Growth Enquiry Ideas Activity Sheet. Use the information on the Lesson Presentation to explain the enquiry. Children complete a comparative test by using stopwatches to measure the amount of time it takes for five older children and five younger children to perform their chosen activity, and recording the results on the Growth Enquiry Comparative Test Activity Sheet. In pairs, invite children to consider the questions on the Lesson Presentation, to find out what they have learnt from their enquiry. Discuss anomalous results if necessary, and the reasons why they might happen (all people are different, not all older children are faster than all younger children). Explain the limitations of the test, and how more information needs to be collected to prove wider conclusions.</p>	
Lesson 3	2 hours	<p>WALT: understand the basic needs of animals and humans.</p> <p>WILF: I can name the stages of human life. I can put the stages of human life in order. I can describe differences between the stages.</p>	<p>Working Scientifically: Gathering and recording data to help in answering questions.</p> <p>Invite children to consider what they would need to take with them on a journey to outer space. Ask children to choose three things that they would like to take. Discuss the items the children have chosen, asking them to consider if these are things that they would like or things that they really need to survive.</p> <p>Reading the information on the Lesson Presentation, explain that there are only three mammals things that humans and all animals need to stay alive. Children complete the Basic Needs Activity Sheet by matching the descriptions of how basic needs are met in , reptiles and birds, and in fish and other sea creatures. Introduce the activity, by explaining that animals in human care are</p>	<p>Topic books and information leaflets on common pets</p> <p>I pads/Laptops</p> <p>Basic needs activity sheet – Twinkl</p> <p>Pet Fact File Activity Sheet</p>

		<p>I can save a chart or graph using the data I collect.</p>	<p>reliant on their carers to provide for their needs. Working in small groups, children complete the Caring for Animals Matching Activity, then discuss what further needs these animals and others may have. Talk about this as a class, noting that animals share the same basic needs, but have a wide range of additional needs to ensure their well-being. These might include care and companionship, play and exercise, medical treatment when necessary, and protection from harm. In pairs, ask children to generate questions about a pet that they have chosen, and decide which question is their favourite. Using the Pet Care Fact Sheets, the Internet, topic books, leaflets etc., children work in mixed ability pairs to research a pet of their choice. Children then fill in the Pet Fact File Activity Sheet to describe their chosen pet and the care that it needs, then write and answer their interesting question.</p> <p>EXT: create a graph/pictogram to show the most popular pet in the class.</p>	<p>2Graph</p>
<p>Lesson 4</p> <p>What do babies need?</p>	<p>2 hours</p>	<p>WALT: understand the basic needs of a human baby.</p> <p>WILF: I can give differences between living and non-living things.</p>	<p>Working Scientifically: Identifying and classifying</p> <p>By the end of this lesson children recognise a baby's essential survival needs and know that babies are completely dependent on adults. Explain to children that in this lesson they are going to focus on the needs of a human baby.</p> <p>Show the children a doll: Discuss with children what they think the key differences are between a living baby and the doll. They may mention characteristics such as movement, behaviours such as crying or needs such as food. They may</p>	<p>Baby doll, large sheets of paper with columns or sorting circles, glue and/or iPad, large paper or sticky notes:</p> <p>Collins Teacher resources and worksheets.</p>

		<p>I can group things a baby does and does not need.</p> <p>I can identify some things that are not essential but are good for babies to have.</p>	<p>also consider what the doll is made from. The initial emphasis is on exploring what children already know. List children's suggestions on a large sheet of paper or on sticky notes (to display with a photograph of the doll) and discuss them.</p> <p>Ask: Do all living things do/need this or just human babies?</p> <p>Children sort cards to identify things that are needs and those that are desirable but not necessary</p> <p>Provide the children with the Sorting cards for their challenge (Resource sheet 2) and a large sheet of paper with three sorting circles or columns, headed 'A baby needs...', 'It is good for a baby to have...' and 'A baby does not need...'. Encourage them to sort the cards into the correct circles/ columns.</p> <p>Prompt the children's thinking as they are working.</p> <p>Ask: What would happen if a baby did not have this? Does this help to keep the baby alive? Why do you think it is good for a baby to have this? Can you explain why you put this one here?</p> <p>The children's responses can be recorded by sticking the cards in place for display or by photographing the completed card sort. Discuss with children how the needs and wants of babies are met, establishing that human babies are completely dependent on adults and cannot look after themselves, so that everything apart from air has to be provided for them.</p>	
Lesson 5	2 hours	WALT: compare the needs and abilities	Working Scientifically: Using observations and ideas to suggest answers to questions.	Planned questions

<p>How have we changed?</p>		<p>of babies and children.</p> <p>WILF:</p> <p>I can recognise characteristics of babies.</p> <p>I can recognise characteristics of children.</p> <p>I can identify changes that happen when babies grow into children.</p> <p>I can use technology to organise and present my ideas in different ways.</p>	<p>Show children the Growing and changing video (Video 1), which shows how a baby changes and becomes more independent as it becomes a child. Explain to children that they are going to use information from the video in addition to what they have learned from previous lessons, and anything that they have brought from or found out at home, to answer questions about how they have changed. We may also have a visitor who will come in and answer questions.</p> <p>(Invite school nurse prior to the session).</p> <p>Plan questions they want to ask in table groups and explain that they will have a special visitor that can answer some of these questions.</p> <p>Create a presentation based on the information they have found. Comparing and contrasting babies and children will be presented by each group to the class.</p>	<p>Visit from the school nurse.</p> <p>Power point/SMART</p>
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