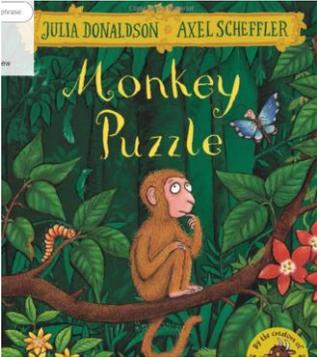
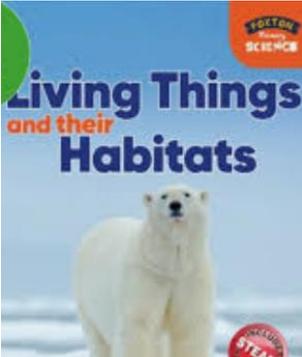
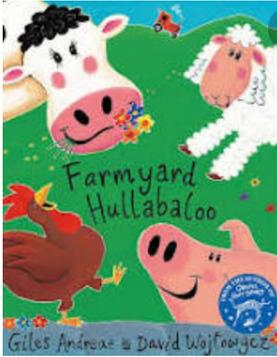
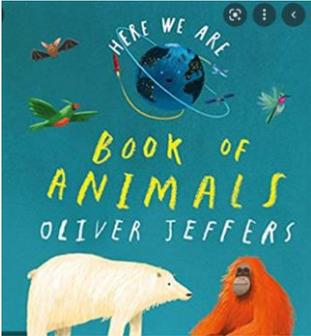


BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Science	Looking at Animals	1	Spring 1/2	10 hours
 <p>KS1 picture books</p>	 <p>Library</p>	 <p>KS1 picture books</p>	 <p>Reading scheme</p>	 <p>Library service</p>
<p>End of Key Stage 1 Outcomes</p>	<p>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>			
<p>End of Unit Outcomes</p>	<p>I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p>			

	<p>I can identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p>
Vocabulary	<p>common animals, fish, amphibians, reptiles, birds, mammals, carnivores, herbivores, omnivores, head, neck, arm, elbows, legs, knee, face, ears, eyes, hair, mouth, teeth.</p>

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities	Resources
<p>Lesson 1</p> <p>Who's who in the animal world?</p>	2 hour	<p>WALT: investigate animals.</p> <p>WILF:</p> <p>I can identify and name a variety of common animals.</p> <p>I can group animals in different ways using simple features, for example, four/not four legs or has fur/doesn't have fur.</p> <p>I can recognise animals that are fish, amphibians, reptiles, birds and mammals.</p>	<p>Working Scientifically: Identifying and classifying</p> <p>Children to see an image of a number of different animals. What can they see? Do they recognise all animals?</p> <p>Discuss how we know that they are that animal, including features. Feathers, tail, number of legs.</p> <p>Share pictures of 2 animals merged together. Which animals can you see here? Discuss how we know that? Again look at features.</p> <p>Highlighting specific features to the animal, stripes, tusks ect.</p> <p>Share a full image with the children. Children to draw the animals taking note of what they can see.</p> <p>Some complete the image</p> <p>Some match black and white to coloured image.</p>	<p>Slideshow 3</p> <p>Slideshow 1</p> <p>Slideshow 2 – whole animal.</p>

<p>Lesson 2 Do fish have fingers?</p>	<p>2 hour</p>	<p>WALT: investigate animals. WILF: I can use simple terms to describe fish and name parts of their bodies. I can observe using magnifiers to help me notice details. I can make comparisons between different fish and describe similarities and differences.</p> <p>I can be creative with different technology tools.</p>	<p>Working Scientifically: Observing closely using simple equipment.</p> <p>Share an image of fish in the ocean and a fish counter. Share ideas of what the children can see?</p> <p>Share video clip of the fish swimming. How are they moving? Do they move like us? Group discussion.</p> <p>Do the children know any names of fish?</p> <p>Can you name the different parts of a fish? Matching activity.</p> <p>Drawing activity to draw the fish including key features. Then colouring and labelling appropriately.</p> <p>Children to use microscopes to look closely at the fish. Noting similarities and differences. What does it use to move? What is it covered in? Photos to be taken then labelled.</p>	<p>Video 1 Slideshow 1 Key vocabulary</p> <p>iPad</p>
<p>Lesson 3 How do different animals move?</p>	<p>2 hour</p>	<p>WALT: understand animals. WILF: I can use simple words to describe the ways that a variety of animals move. I can use my body to move in a similar</p>	<p>Working Scientifically: Observing closely using simple equipment.</p> <p>Share a range of verbs with the children. What are they? How can we use these words when we think of animals?</p> <p>Children to read the words then identify which animal it matches to. Do different animals move in the same way?</p> <p>Children to look at specific animals how do they move?</p>	<p>Slideshow 1 Video 1</p>

		<p>way to some animals. I can compare the movements that some different kinds of animals make.</p> <p>I can recognise the ways we use technology in our classroom.</p> <p>I can begin to identify some of the benefits of using technology.</p>	<p>Discuss the difference between how a frog moves and a snake moves.</p> <p>Children to work in small groups. They will choose an animal and move silently around the classroom. The rest of the class will decide what type of animal it is by the way they move.</p> <p>Could it be more than one animal?</p>	<p>Video 2</p> <p>iPad for recording/ photographs</p>
<p>Lesson 4 Whose food is this?</p>	<p>2 hour</p>	<p>WALT: understand animals. WILF: I can identify foods that might be eaten by different types of animals. I can group a variety of animals according to what they eat. I can begin to use the words 'carnivore', 'herbivore' and 'omnivore' as I talk about animals.</p>	<p>Working Scientifically: Identifying and classifying</p> <p>Ask: how important is the right food? Do all animals eat the same food? Share images/a variety of different foods with the children. Can they identify them, then match to who might eat them. Key words: herbivore, omnivore, carnivore. What do these words mean? Matching activity to their meanings Children to sort animals into which group they belong to. Children</p>	<p>Resource sheet 1</p> <p>Slideshow 1</p> <p>Interactive 1</p> <p>Twinkl Venn diagram animal sorting. Challenge 3</p>

		I can sort different kinds of information and present it to others.		
Lesson 5 Which animals are busy at night?	2 hour	<p>WALT: understand animals</p> <p>WILF: I can identify physical features of nocturnal animals, for example, badger, owl, hedgehog, bat and fox, that help them at night.</p> <p>I can say what happens to a nocturnal animal during the day.</p> <p>I can describe how the lives of nocturnal animals differ from those of other animals.</p>	<p>Working Scientifically: Identifying and classifying</p> <p>Recap herbivore, omnivore and carnivore.</p> <p>Share night picture and day picture. What can we see?</p> <p>Which animals come out at night? What do we call animals that come out at night?</p> <p>Which animals come out during the day?</p> <p>Sorting activity who comes out and when do they?</p> <p>Why do animals come out during these times? What might happen to them if they go out at a different time?</p> <p>Odd one out game- group discussion</p>	<p>Resource 1 day and night pictures.</p> <p>Resource sheet 4</p> <p>Slideshow 1</p> <p>Slideshow 2</p>