
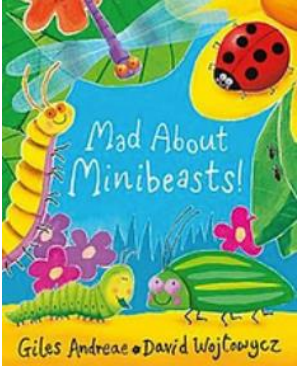
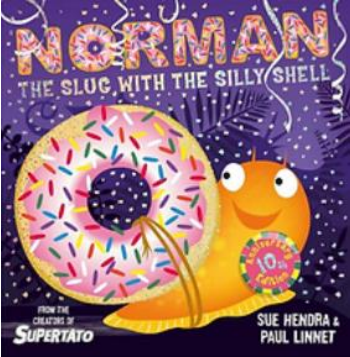
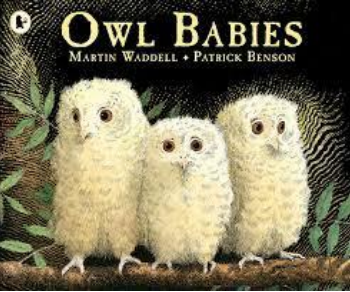
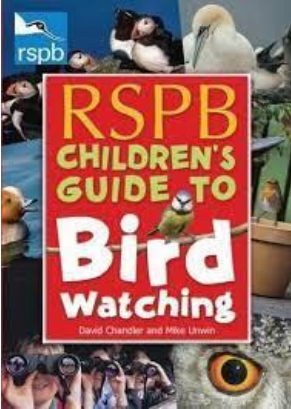


BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Science	Our changing world: animals antics	1	Spring 2	10 hours
 <p>KS1 picture books</p>	 <p>KS1 picture books</p>	 <p>KS1 picture books</p>	 <p>KS1 picture books</p>	 <p>Adventure Playground</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 different animals seen around school at different times of the year. I can describe and identify birds that visit our bird feeders at different times.</p>			

	<p>I can describe the needs of snails and what happens as they change and grow.</p> <p>I can describe the day to day needs of a pet and how they should be cared for over an extended period of time.</p>
Vocabulary	<p>butterfly, fly, wasp, bee, frog, spider, woodlice, worm, ant, ladybird, fly, squirrel, fox, dog, puppy, cat, kitten, hedgehog, bird, blackbird, house sparrow, starling, pigeon, seagull, robin, thrush, wagtail, blue tit, chaffinch, great tit, collared dove, magpie, wood pigeon, bird table, feeder, nuts, seed, types of seed, fat ball, snail, shell, foot, slime, slimy, striped, stripy, ridged, spiral, terrarium, dandelion, feed, food, leaves, lettuce, paws, claws, fur, whiskers, tail, furry, fluffy, silky, smooth, rough, thick, thin, long, short, big, small, brush, comb, lead, collar, toys, biscuits, chews</p>

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities	Resources
Lesson 1 Which animals live around our school?	2 hour	<p>WALT: understand animals</p> <p>WILF:</p> <p>I can identify and name a variety of common animals found around school.</p> <p>I can compare what I have seen at different times of the year.</p> <p>I can recognise simple patterns in</p>	<p>Working Scientifically: Gathering and recording data to help in answering questions.</p> <p>Children to think about animals that we may find around school? Linking to nocturnal animals, will we see them all?</p> <p>How could we sort these animals?</p> <p>Group discussion why would we not see turtles etc...?</p> <p>Children to explore the school grounds. Will all the animals be obvious, sizes of animals? How would we find the most animals? Being loud etc</p>	<p>Interactive 1</p> <p>Tally chart template.</p> <p>Outdoors</p>

		<p>the data I have collected and use it to answer questions.</p> <p>I can sort different kinds of information and present it to others.</p> <p>I can save information in a special place and retrieve it again.</p>	<p>Children to create a tally chart including animals that they might see. They will then add to it if they see animals they have not thought of.</p> <p>This could be done on 2simple software.</p>	
<p>Lesson 2</p> <p>How many birds visit our bird feeding station</p>	2 hour	<p>WALT: work scientifically.</p> <p>WILF:</p> <p>I can describe birds that I see visiting our bird feeders.</p> <p>I can identify and name some familiar birds and use identification guides to help me name others.</p> <p>I can record data to show which birds visit our feeders at different times.</p>	<p>Working Scientifically: Using observations and ideas to suggest answers to questions</p> <p>Which animal did we see the most of last week? Possible birds chickens)</p> <p>Explain today we will be creating bird feeders to encourage more birds to come to our playground.</p> <p>Discuss ideas why birds might not come to our playground, e.g. noise.</p> <p>What do we need to make a bird feeder?</p> <p>Children to work in pairs, groups to create bird feeders.</p>	<p>Plastic bottles</p> <p>Lard</p> <p>Bird seeds</p> <p>String.</p>
<p>Lesson 3</p> <p>How many birds visit our bird</p>	2 hour	<p>WALT: work scientifically.</p> <p>WILF:</p>	<p>Working Scientifically: Using observations and ideas to suggest answers to questions</p>	<p>The Big Garden Birdwatch (RSPB)</p> <p>Video 1</p>

<p>feeding station?</p>		<p>I can describe birds that I see visiting our bird feeders. I can identify and name some familiar birds and use identification guides to help me name others. I can record data to show which birds visit our feeders at different times.</p>	<p>Explore a range of different birds we might find in Britain. Would we find a parrot in Bilston? Why not? Look at the birds, are there any features of the birds that are similar? Explain to the children that they are going to be recording how many birds they see go to their bird feeder. Which bird did we see the most? Why might that be?</p>	<p>Slideshow 1</p>
<p>Lesson 4 How do snails change over time?</p>	<p>2 hour</p>	<p>WALT: work scientifically. WILF: I can describe and compare snails that we keep in the classroom. I can talk about how to care for snails and what their needs are. I can make and record observations of snails as they change over time.</p>	<p>Working Scientifically: Observing closely, using simple equipment. Think back to lesson 1. What different animals did we see? Did we see many animals on the ground? Discuss animals such as spiders and snails. Do all snails look the same? Explore different types of snails, including snails as pets. Where could we find snails to observe? If we bought them in to class. How would we need to look after them? When would we find snails in the garden, what type of weather? Children to support with preparing the terrarium, photographic evidence for children's books</p>	<p>Slideshow 1 Snails Tank(terrarium) Soil Spray bottle Leaves. iPad</p>

<p>Lesson 5 How should we look after our pets?</p>	<p>2 hour</p>	<p>WALT: investigate animals. WILF: I can describe in simple terms how to look after a cat or a dog. I can compare the needs of cats and dogs and identify how these are different. I can use secondary sources of information, including asking adults and using books, photographs and videos, to help me find out about how we should care for our pets. I can be creative with different technology tools. I can use technology to create and present my ideas. I can use the keyboard or a word bank on my device to enter text.</p>	<p>Working Scientifically: Asking simple questions and recognising that they can be answered in different ways.</p> <p>Do you have a pet at home? Discuss how it needs to be looked after. What does it need? Share ideas, do all animals need the same thing? Do they need the same things as you? Explore the information texts about looking after a pet, picking out key information. Children to create a leaflet on how to look after a pet. Group work as well as individual This could be done using 2simple software either on the laptop or through Purple Mash.</p>	<p>Video 1</p> <p>Information texts books about how to look after a pet/dog</p> <p>Resource sheets 1 – 4</p>
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