



Portfields Primary School Medium Term Plan



Year Group – 1

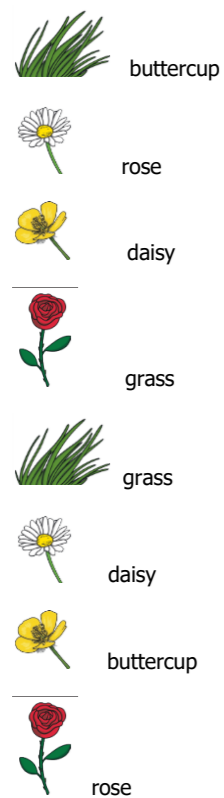

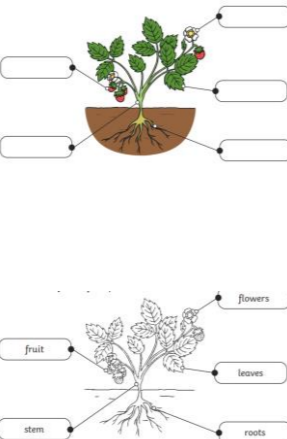


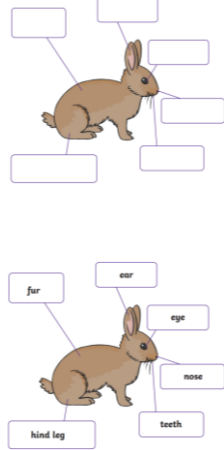

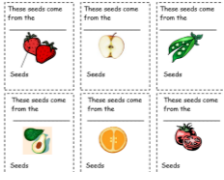

Subject - **Science**

Topic – **Animals including humans**

Term – **Summer 1**

National Curriculum	Key Questions	Substantive Knowledge	Key Vocabulary	Real life links
<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p>What is an animal? Name the groups of animals and can they identify animals from different groups? Can they identify what animal group they belong to?</p> <p>Do you know what type of animal it is? Do you know the animals/birds/mammals/reptiles/amphibians/fish name?</p> <p>Is the animal able to climb/swim or fly? Name some of the features of animals from each group?</p> <p>What do different animals eat?</p> <p>How are animals similar and different?</p> <p>Name some common animals in their local area? Identify groups of animals that they saw in their local area? What types of animals do you think would not live around school?</p>	<ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify and name a variety of common animals that are carnivores, herbivores and omnivores Use the local environment to explore and answer questions about animals in their habitat. 	<p>Animals, observe, identify, Compare, similarities, differences, observe, observations, features, animal groups, feathers, scaly skin, legs, skins, scales, hair, diet, similarities, differences, sorting, structure, sort.</p> <p>Seasons, winter, sun, rain, snow, wind, temperature, trees, flowers, wildlife, hibernate, buds</p>	<p>Pets at home. Visits to zoos, safari parks. Bury field – local area walk Forest school</p>
<p>Non-Statutory</p>	<p>Technical Questions</p>	<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> Identifying and classify common animals. Describing how they identify and group animals. Identify features of animals Sort animals according to their features Group animals according to what they eat. Use their observations to compare and contrast animals. Identify animals in the local area Classify and sort animals into groups based on features. 	<p>Technical Vocabulary</p>	<p>Key Scientists</p>
	<p>Which groups do these animals belong to? <i>Mammals, birds, amphibians, fish and reptiles</i></p>		<p>Birds, reptiles, mammals, amphibians, fish, Herbivore, carnivore, omnivore.</p>	
<p>Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study.</p> <p>Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.</p> <p>Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</p> <p>Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells</p>	<p>How do we sort animals? <i>Into groups – mammals, birds, amphibians, fish and reptiles.</i></p> <p>What features do fish have? <i>Fish have scales, fins and gills, lay eggs, and live in water their whole lives.</i></p> <p>Where do amphibians start life? <i>They start life in water.</i></p> <p>What are some of the features of an amphibian? <i>They have limbs, not fins, can move around on land, but need to stay near water where they lay their eggs.</i></p> <p>What is a feature of a reptile? <i>Reptiles have limbs. They lay eggs on land and have scaly skin.</i></p> <p>What is a carnivore? <i>Carnivores mostly eat meat. This is the flesh from animals.</i></p> <p>What is a herbivore? <i>Herbivores eat plants. This includes the leaves, fruit and seeds.</i></p> <p>What is an omnivore? <i>Omnivores eat both plants and meat.</i></p> <p>Are humans carnivore, herbivore or omnivore? <i>Humans are naturally omnivores. Their bodies are made for eating meat and plants.</i></p> <p>If an animal has two wings and two legs, what group of animals would it belong to? <i>Birds</i></p> <p>What amphibians would we find in the local area? <i>Frogs</i></p>		<p>Spring, summer, autumn, weather</p>	

Lesson Breakdown					
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<p>Learning Objective LO To identify and name some common animals</p> <p>Success Criteria I can name some common animals. I can name the groups of animals including fish, mammals, birds, reptiles and amphibians. I can identify what groups animals belong to.</p> <p>Star Knowledge: Animals can be sorted into: mammals, birds, amphibians, fish and reptiles</p>	<p>Learning Objective Exotic animal visit LO: to identify and sort common animals into the correct groups.</p> <p>Success Criteria I can name the animals I have seen I can name reptiles I can name amphibians I can identify which group an animal belongs to</p> <p>Star Knowledge: Animals can be sorted into: mammals, birds, amphibians, fish and reptiles.</p>	<p>Learning Objective LO To describe and compare the structure of a variety of common animals.</p> <p>Success Criteria I can name some different animal's features. I can say how animals are the same. I can say how animals are different.</p> <p>Star Knowledge: Fish, amphibians, reptiles, birds and mammals have different bodies and behaviours.</p>	<p>Learning Objective LO To identify, name and sort animals that are herbivores, carnivores and omnivores.</p> <p>Success Criteria I can explain what herbivores, omnivores and carnivores eat. I can identify what different animals eat. I can sort animals into the diet groups they belong to.</p> <p>Star Knowledge All living things need to eat. We call what animals eat their diet.</p> <p>Carnivores mostly eat meat. This is the flesh from animals.</p> <p>Herbivores eat plants. This includes the leaves, fruit and seeds.</p> <p>Omnivores eat both plants and meat.</p>	<p>Learning Objective LO To sort animals according to a criteria</p> <p>Success Criteria I can identify different animals. I can describe similarities and differences between animals. I can choose ways to sort the animals</p> <p>Star Knowledge Animals can belong to different groups – owls are birds and carnivores, sparrows are birds and herbivores.</p>	<p>Learning objective: LO To identify and name animals in their habitat</p> <p>Local area walk</p> <p>Success criteria: I can identify different animals I can identify different places where they live I can find signs of animals in the local area</p> <p>Star knowledge Animals live in different places some live on the ground and some live up high in trees.</p>

Spring 2 – Plants – Flashback Four											
Lesson 1		Lesson 2		Lesson 3		Lesson 4		Lesson 5		Lesson 6	
Last Topic	Last Lesson	Last Topic	Last Lesson	Last Topic	Last Lesson	Last Topic	Last Lesson	Last Topic	Last Lesson	Last Topic	
Y1 Plants L1	Y1 Animals including humans L1	Y1 Plants L2	Y1 Animals including humans L2	Y1 Plants L3	Y1 Animals including humans L3	Y1 Plants L4	Y1 Animals including humans L4	Y1 Plants L5	Y1 Animals including humans L5	Y1 Plants L6	
Match the plant to its name:	Label the animals:	Label the parts of the plant	Identify which group the animals belong to:		Label the features of the rabbit	What is a deciduous tree?	Which animals are herbivores, carnivores, omnivores?	Name the flowering plants each of these fruits and seeds come from	Which group does the animal belong to?	What are these leaves from?	
 <p>buttercup</p> <p>rose</p> <p>daisy</p> <p>grass</p> <p>grass</p> <p>daisy</p> <p>buttercup</p> <p>rose</p>			 <p>Reptiles, fish, amphibians, mammals, birds</p> <p>Frog – amphibians</p> <p>Robin – bird</p> <p>Goldfish – fish</p> <p>Snake – reptile</p> <p>Human - mammal</p>			<p>A tree that loses its leaves in autumn. <input type="checkbox"/></p> <p>A tree that keeps its leaves all year. <input type="checkbox"/></p> <p>A tree that loses its leaves in autumn. <input checked="" type="checkbox"/></p> <p>A tree that keeps its leaves all year. <input type="checkbox"/></p>	 <p>carnivores: lion and eagle</p> <p>herbivores: rabbit and horse</p> <p>omnivores: fox and hedgehog</p>	<p>Apple avocado strawberry orange tomato pea</p> 	<p>Reptile, amphibian, fish, mammal, bird</p> <p>1)</p> <ul style="list-style-type: none"> We are covered in scales We have fins We lay eggs We have cold blood <p>2)</p> <ul style="list-style-type: none"> We are covered in hair/fur We don't lay eggs We provide milk for our babies We have warm blood <p>1 = fish</p> <p>2 = mammal</p>	 <p>Oak Holly</p>	