

Wriggle and Crawl Medium Term Plan

Subject/ Topic: Science - living things, habitats, animals including humans

Year Group: 1/2

Date: Summer II 2017

Key questions are differentiated - orange = basic, turquoise = advancing and Purple = deep (HOTS)

Objectives and success criteria are colour coded - black = all children, green = most children (AAPs and HAPs) and pink a few (HAPs)

| Learning Objective | Lesson/Activities/ Differentiated Questions/Key Vocabulary | Success Criteria | Resources | Cross Curric Links |
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| <p>Lesson 1 - science SC A 2 - Find out about and describe the basic needs of animals, including humans, for survival (water, food, air)</p> | <p>Introduction: Talk partners - what do we need to survive? Explain why we need these things. Prioritise which you think is the most important and be prepared to justify your answer. Read through the PowerPoint</p> <p>Cool - Create a poster showing what living things need to survive. Mild - Around an image of a person children annotate the sheet answering the following headings - What do I eat and drink? How do I breathe? What do I live in? How do I protect myself? Spicy - Children to choose a mini-beast or animal and carefully draw it. Around the animal they write the sub-headings above and explain how the animal survives. Hot - Children to create a simple leaflet where they choose three different animals that they draw and then write the following information on how they survive. Challenge - Create your own animal and explain how it survives in the wild.</p> <p>Plenary: http://www.bbc.co.uk/guides/zx38wmn#zgtgwq6f</p> | <p>I can say what all living things need to survive.</p> <p>I can explain how different animals survive in the wild.</p> <p>I can justify how animals survive.</p> | <p>Powerpoint Paper Leaflet template Animal books</p> | |
| <p>Lesson 2 - science Sc LT 2 Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> | <p>Introduction: Ask the children how you know if something is alive. Justify their answers e.g. it eats - why does something living need to eat etc. Share different images with the children - can they say whether it is living, dead or has never been alive. Again ask children to justify and explain their answers. Create a checklist together to determine whether something is living, dead or never been alive using knowledge from the previous lesson. http://www.bbc.co.uk/guides/zs73r82</p> <p>Cool and mild- Cut and stick sorting activity into a table. Spicy and hot - Children to label different things into a table. Challenge - Prove how you would know if something was living.</p> <p>Plenary: Sorting activity from end of twinkl powerpoint.</p> | <p>I can sort images into living, dead, never been alive.</p> <p>I can explain how I know if something is living.</p> <p>I can justify the differences between living, dead and never been alive.</p> | <p>LAPS cut and stick activity Blank table Challenge cards</p> | |

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| <p>Lesson 3 - geography link GE SF 4 - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Human and Physical features of Austerfield</p> | <p>Introduction: Recap what human and physical features are and give the children a quick fire quiz. List all the human or physical features we saw at Austerfield - collect these on the board. On whiteboards in pairs children to organise which are human and which are physical. Can you convince me that _____ is a physical feature?</p> <p>Main: Cool - Children to have images from Austerfield that they have to organise on large paper into human and physical features (group exercise with adult discussion around why children think its human/ physical). Once they have finished children to attempt to write the label on a post it note e.g. field to match with the image. Photographs to be taken and stuck in topic books as evidence. Adult to write an explanation each child gave for human/ physical and stick this in the child's book with their photographic evidence. Mild - Children to have images of Austerfield that they have to sort into human and physical features and stick in their books. Children to label each image. Challenge: Pick an image for human and physical features. Convince me you have put them in the correct group. Spicy and Hot: Children to draw a table in their topic books and label human and physical features. Under each heading they are to list the different features they saw at Austerfield. Challenge: Using your geographical knowledge and your knowledge of Austerfield create a map for future visitors.</p> <p>Plenary: As a class use geographical knowledge to draw a map of Austerfield.</p> | <p>I can name human and physical features of a place.</p> <p>I can justify why features are human or physical.</p> <p>I can apply geographical knowledge to show human and physical features on a map</p> | <p>Austerfield images Large paper Scissors Glue Topic books Post it notes Worksheet display list</p> | |
| <p>Lesson 4 - science SC A 1 - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> | <p>Introduction: Read through the powerpoint. What are the different groups of animals? Explain the differences between _____ and _____. Justify how you can tell if an animal is a reptile or a mammal. In tables sort animal cards into the different animal groups (mixed ability groups and have display posters that children can refer to if they are unsure).</p> <p>Cool and mild - Cut and stick activity sorting animals into different groups. Challenge: Explain one fact of a mammal Spicy - In topic books children are to write each animal type as a heading. Under each heading they have to list 5 different animals that would fit into that type. Challenge - Justify the differences between mammals and reptiles. Hot - In books children to write an animal group and write 2 sentences explaining that type of animal group using the display cards as a research aid if needed. Once they have done this they can then write 5 animals for each group.</p> <p>Plenary: Complete the animal groups quiz.</p> | <p>I can name different animal groups.</p> <p>I can say what animal group a specific animal belongs to.</p> <p>I can explain what the different animal groups are and how to classify the animals in each group.</p> | <p>Powerpoint Sorting cards Cut and stick sheet Scissors Glue Topic books Display cards</p> | |

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| <p><u>Lesson 5 - science</u> SC A 1 - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, mammals)</p> | <p>Introduction: Read through the similar body parts PowerPoint asking children the odd one out questions, <i>asking children to justify and explain their choice.</i> Use talk partners of mixed ability to generate ideas before asking children to share back.</p> <p>Cool - Label parts of an elephant using a given word bank. Challenge - Explain how an elephant might use its tusks (adult to then scribe the child's response).</p> <p>Mild - Label parts of an elephant and explain why the elephant needs that body part. Challenge: compare an elephant to another animal justifying their choice.</p> <p>Spicy and hot - Children draw an animal of their choosing and label it, explaining why the animal needs the labelled body parts. Challenge: Justify which animal is the odd one out... Koala, robin, parrot, toucan</p> <p>Plenary: Read through the comparing body parts PowerPoint and ask questions - children to justify and explain their answers.</p> | <p>I can label parts of a common animal</p> <p>I can say why animals need certain body parts and what they are used for.</p> <p>I can compare animals and their body parts to other animals, justifying my choices.</p> | <p>PowerPoints Simple label worksheet Explain label worksheet</p> | |
| <p><u>Lesson 6- science</u> SC A 1 Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> | <p>Introduction: Read through Power Point for carnivores, omnivores and herbivores.</p> <p>Mixed ability groups - To sort cards into above groups - justifying their choices. Photographs to be taken of learning. Children then complete quick assessment speech bubble reflecting on learning.</p> <p>Plenary: Hold up cards of different animals and ask children to identify whether the animal is a carnivore, herbivore or omnivore. Justify why you think this...</p> | <p>I can explain what a herbivore, omnivore and carnivore is.</p> <p>I can list animals for each category.</p> | <p>Photographic evidence for books Speech bubble explanations Sorting cards PowerPoint</p> | |
| <p><u>Lesson 7 - science</u> SC LT 2 Describe how animals obtain their food from plants and other animals using the idea of a simple food chain, and identify and name difference sources of food.</p> | <p>Introduction: Read through the food chains PowerPoint and discuss the importance of animals needing food. <i>Why do we need food? Where does this food come from? Why do you think the arrow points in the opposite direction? What is energy? Justify why some animals eat meat and some eat vegetables.</i> Watch the video clip - http://www.bbc.co.uk/education/clips/z96r82p and talk about how it looks like a jigsaw because all the pieces fit together to make a food chain, just like links in a chain.</p> <p>Cool - Children to have 3 pieces of a jigsaw (paper) where they draw a producer, a herbivore and an omnivore in their food chain. Children to talk about their food chain with an adult, and an adult to scribe the language the child uses on a speech bubble as further evidence.</p> <p>Mild - Children to have two blank food chains with the words producer and top predator. Children to cut and stick pictures to make their food chain. Challenge - explain which way the arrows go in a food chain and why.</p> <p>Spicy - Children to cut and stick into the two given food chains. Challenge - label the food chain. Justify why a producer is called a producer.</p> <p>Hot - Children to complete the two given food chains. Challenge - label the food chain. Justify why a producer is called a producer.</p> <p>Plenary: http://www.sheppardsoftware.com/content/animals/kidscorner/games/foodchaingame.htm</p> | <p>I can explain what a food chain shows.</p> <p>I can give an example of a food chain.</p> <p>I can label a food chain.</p> | <p>sheets differentiated to ability Internet PowerPoint</p> | |

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| <p>Lesson 8 - science SC LT 2</p> <p>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.</p> | <p>Introduction: Read through the PowerPoint and questions children about different animals - Where would a giraffe live? Justify why. Why does a polar bear live in the artic? Justify how it has adapted to the environment. Repeat with different animals</p> <p>Cool - Draw an environment for a mini-beast. Label different things in the environment.</p> <p>Mild/ Spicy/ Hot - Complete a fact file about an animal and how it is suited to its habitat. (Differentiated by content expected)</p> <p>Challenge - Children to design their own animal and then design an environment that the animal would thrive in. Children to write and explain how it adapted to the habitat.</p> <p>Plenary: Share some of the animals and environments.</p> | <p>I know that living things live in habitats.</p> <p>I can say how a habitat is suitable for an animal.</p> <p>I can justify how an animal has adapted to its environment.</p> | <p>Powerpoint Fact file sheets</p> | |
| <p>Lesson 9 - science SC A 2</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> | <p>Introduction: Read Monkey Puzzle by Julia Donaldson - Why is the monkey getting confused? Justify why she doesn't know that monkey's mum looks like her. Can we think of other animals that don't look like their adults? Which animals do look like their grownups? Read through the PowerPoint.</p> <p>Cool - Sorting activity - Which off spring don't look like their grownups? Then matching activity - match the offspring to the adult. Photographic evidence and adult to scribe comments the children make.</p> <p>Mild - Cut and stick activity - match the offspring to the adult. Challenge: Explain which offspring do not look like their adults</p> <p>Spicy/ Hot- Children to write a simple non-chronological report about offspring. They include a simple introduction and then write under the following sub-headings 'Offspring that looks like their adult' and they explain that some offspring does look like the adult, and list these using the correct terminology e.g. calf, kitten, pup etc. They then write under the sub-heading "offspring who do not look like their adults" and write facts about which offspring are different again using their proper names.</p> <p>Challenge - Complete the sheet on how humans grow into adults, HAPS to then explain the changes humans face as they grow older.</p> <p>Plenary - http://www.bbc.co.uk/schools/digger/5_7entry/9.shtml</p> | <p>I can say which animals look like their adults.</p> <p>I can list offspring that is different from their adult.</p> <p>I can use correct names for offspring and the adults</p> | <p>Sorting cards Cut and stick activity Topic books Word mats</p> | |
| <p>Ongoing:</p> | <ul style="list-style-type: none"> • Sewings of mini-beasts • Paintings of animals • Writing up literacy learning • Food chains on 2simple • 2simple animate - life cycle of butterfly, human etc • Data collection (math cross curricular) what is your favourite mini-beast/ animal? • Box model animals and mini-beasts • Research and collect information about animals/ mini-beasts and write a non-chronological report/ poster/ powerpoint etc | | | |
| <p>Art opportunities:</p> | <ul style="list-style-type: none"> • Animal paintings • Pastel animals • Drawings of Austerfield • Observational drawings of mini-beasts | | | |
| <p>Home learning:</p> | <ul style="list-style-type: none"> • Go on a mini-beast hunt at home. What creepy crawlies can you find in your garden? Recod your information in a tally chart and a block graph • Write a fact file about your favourite mini-beast. • Make a mini-beast hotel for your garden - thing about what animals need to survive. • Read 'James and the giant peach' by Roald Dahl and describe one of your favourite characters | | | |

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| | <ul style="list-style-type: none">• Write a letter to Miss Muffet and explain why she shouldn't be afraid of spiders. Look for information online and in non-fiction books to support your ideas.• Create a mini-beast word search containing all the mini-beast names you have learnt. We will photocopy it for the class to solve... |
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