






Science Medium Term Plan

	Year Group:	Term:	Topic/Unit :		
	1	Autumn	Animals, including humans		
National Curriculum Programme of Study	<ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 				
Prior Learning	<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. (Pre-School - Humans) Name and describe people who are familiar to them. (Reception - Humans) 				
Future Learning	<ul style="list-style-type: none"> Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. (Y2 - Living things and their habitats) Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. (Y6 - Living things and their habitats) Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats) 				
Links to other subjects	PSHE – body parts Maths – measuring				
Enrichment	Interview a Zoologist				
Working Scientifically	Comparative tests 	Identify and classify 	Observation over time 	Pattern seeking 	Research 
	Do the oldest children have the longest feet?	How can we organise all the zoo animals?	How does my height change over the year?	Do you get better at smelling as you get older?	Do all animals have the same senses as humans?
Working Scientifically Assessment Focus	<p>Review: Interpret and report – Animal classification Working Scientifically Review: Identify and classify Assessment Focus</p> <ul style="list-style-type: none"> Can the children name a variety of animals including fish/amphibians/reptiles/birds/mammals? Can the children classify animals according to different animal groups and/or what they eat? 				
Sticky vocabulary	<p>Amphibians, birds, fish, mammals, reptiles, carnivores, herbivore, omnivore, sight, hearing, touch, taste, smell, head, neck, ear, mouth, shoulder, hand, fingers, leg, foot, thumb, eye, nose, knee, toes, teeth, elbow</p> <p>Working scientifically vocabulary: observe, pattern, sorting, grouping, questions</p>				
End points	<ul style="list-style-type: none"> Animals vary in many ways having different structures e.g. wings, tails, ears etc. They also have different skin coverings e.g. scales, feathers, hair. These key features can be used to identify them. Animals eat certain things - some eat other animals, some eat plants, some eat both plants and animals (carnivore, herbivore, omnivore). Humans have key parts in common, but these vary from person to person. Humans (and other animals) find out about the world using their senses. Humans have five senses – sight, touch, taste, hearing and smelling. These senses are linked to particular parts of the body. 				

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