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| updated logoHedgehogs Class Medium Term Planning for Science  Summer Term 2024 | |
| Topic: Animals and wildlife.  **Animals Including Humans**  **Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)** | In this topic the children will explore animals and their habitats, including naming animals and identifying animal sounds. This will have cross-curricular links with linking to animal patterns and prints for Art, exploring animal habitats and going on nature walks for Geography, exploring pre-historic and extinct animals for History, and building animal shelters/ dens for DT.  We will also explore the seasonal change from Spring to Summer. Some of these sessions will be planned and some will be more spontaneous dependent on the weather and being able to make the most of the opportunities the weather brings.  There will be specific planned opportunities to support the children’s progress and may be altered to suit the needs of the children during the term.  Key vocab: animals, humans, fish, birds, pets. |

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| **Link it**  **Explorify website – small group starter activities:**  What’s going on? (observational skills)  What just happened? (observational skills)  Zoom in, zoom out (observational skills)  Listen, what can you hear? (Audio)   * Old MacDonald audio – listening and identifying the farm animals using a topic mat * Life in the wild - listening and identifying the jungle animals using a topic mat * Dawn to dusk - listening and identifying the birds using a topic mat * Part of the family - listening and identifying the pets using a topic mat | **Learn it and check it**  **Animals -**   * Exploring themed tuff trays (farm animals, jungle animals) – sensory trays, animal noises on sound buttons * Exploring animals in cold areas – sensory play (ice play, snow, water) – polar bears, penguins, seals, sea lions, whales, etc. * Exploring water play – fish, crabs and nets * Exploring animals in hot areas (reptiles) - sensory play (sand) – lizards, snakes, insects, tortoises, etc. * School visit from an animal man for children to see and touch the animals * SALT activities – posting photos of animals into a box and naming animals/ choosing from two photos to identify the animal   **Humans –**   * Identifying body parts – rhyme time (e.g. Head, shoulders, knees & toes and If you’re happy and you know it) * Exploring body parts through activities – Potato head, Velcro face, playdough face, looking in mirrors * Labelling body parts (themselves or on a friend) – labelling a large silhouette with symbols and words | **Show it and know it**  Exploring habitats and identifying a variety of common animals – use communication mats to say what you can see.  **Trips –**  Glebe farm trip  Peak wildlife trip |

Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| **EYFS –**  Make comments about what they have heard and ask questions to clarify their understanding.   1. Explore the natural world around them, making observations and drawing pictures of animals and plants.   Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  **Key Stage One -**  Gathering and recording date to help in answering questions. | EYFS –   * **Explore and respond to different natural phenomena in their setting and on trips.** * **Talk about what they see using a wide vocabulary.** * **Understand the key features of a life cycle of an animal.** * **Begin to understand the need to respect and care for the natural environment and all living things.** * **Understand the effect on changing seasons on the natural world around them.**   Key Stage One –   * **explore the world around them, leading them to ask some simple scientific questions about how and why things happen;** * **use simple features to compare objects, materials and living things;** * **decide how to sort and classify objects into simple groups with some help;** |

**Progression of Learning**

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| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils  Cross-curricular link using computing as lesson starters to create curiosity through interactive games | Activities provided during lesson  Sensory play  Role play  Sound buttons & communication mats  Rhyme time | Independent activities linked to lesson  SALT – identifying animals using photos  Labelling body parts | How will the pupils share knowledge during or end of lesson  Recognising and identifying animals using communication mats | Retrieve or generalization of learning after lesson  Identifying animals in real life contexts (during trips) |