Springfield School

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| Blackbirds Class Medium Term Planning for Science | |
| Topic: The Great Fire of London | Vocabulary- Animals; habitat, carnivore, herbivore, offspring, life cycle |

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| **Lesson 1 ‘link it’**  **Animals**  Exposition – Different types of animals  Groups – Take children to observe different types of animals in the environment  Plenary – Share work | **Lesson 2 ‘learn it’**  **Animal offspring**  Exposition – Animals and their off spring  Groups – Match animals to their off spring  Plenary – Share work. | **Lesson 3 ‘learn it’**  **Animal life cycles**  Exposition – Explore the life cycles of animals  Groups – Create the life cycles of a chosen animal  Plenary – Share work. | **Lesson 4 ‘learn it’**  **Animal survival**  Exposition – Explore what animals need to survive  Groups – Sort anima ls according to what they eat  Plenary – Share work |
| **Lesson 5 ‘learn it it’**  **Animal habitats**  Exposition – Match animals to their habitats  Groups – Create your animal habitat  Plenary – Share work | **Lesson 6 ‘check it’**  **Animal case study**  Project – choose and animal and record all the information about that animal- what do they eat, where do they live, their offspring etc | **Lesson 7 ‘check it’**  **Animal case study**  Project – choose and animal and record all the information about that animal- what do they eat, where do they live, their offspring etc |  |

Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| **Identifying, Classifying, Recording and Presenting Data**   |  | | --- | | Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.  Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.  **Children can:**  **a** talk about criteria for grouping, sorting and classifying;  **b** group and classify things;  **c** collect data from their own observations and measurements;  **d** present data in a variety of ways to help in answering questions;  **e** use, read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge;  **f** record findings using scientific language, drawings, labelled diagrams, keys, bar charts and tables. | | * Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. * Describe and compare the structure of a variety of common animals. * Investigate and describe the basic needs of animals (water, food air). * Identify and name the basic structure of a variety of plants. * 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. * Investigate and describe the basic needs of animals, including humans for survival (water, food and air).   Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.   * **Give reasons for classifying animals based on specific characteristics.** * **Recognise that environments are constantly changing and that this can sometimes pose dangers to specific habitats.** * **Identify how animals are suited to and adapt to their environment in different ways.** |

Progression of Learning

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| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils   * Knowledge of animals | Activities provided during lesson  Resources  **PPTs**  **Pictures**  **Walk – live animals**  Activities to explore –  -Animals and their offspring  -Animals life cycles  -Animals habitats | Independent activities linked to lesson  Resources  **PPTs**  **Books**  **Pictures**  Activities-  -Animal offspring/habitat/ food chain matching  Opportunities to demonstrate knowledge | How will the pupils share knowledge during or end of lesson  **Explore and discuss photographs of lessons**  Share and compare work through performance | Retrieve or generalization of learning after lesson   * Discuss animals * Use their knowledge of animals to care for animals * Demonstrate their understanding of the food chain |