



Foxes Class Medium Term Planning for Science Autumn Term 2022

<p>Topic: Meet the Flintstones Evolution and Inheritance</p> <p>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago;</p> <ul style="list-style-type: none"> • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. <p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>This topic will be continually developed throughout the curriculum every day. My classroom and the school building will be accessed daily and children will be supported to make transitions.</p> <p>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.</p>
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<p><u>Lesson 1 and 2 - Link it.</u></p> <p>Recap - Classify living things by matching them</p> <p><u>Learn it - Inheritance</u></p> <p>What is inheritance (highlight misconceptions)?</p> <p>What is the same and different from our parents?</p> <p>Watch BBC bitesize Inheritance video</p>	<p><u>Lesson 3 and 4 - Learn it</u></p> <p><u>Adaptation</u></p> <p>Recap inheritance - Match people by their hair or eye colour.</p> <p>Some to match animals to their environment/habitat.</p> <p>Some to choose an animal and describe how</p>	<p><u>Lesson 5 and 6 - Learn it</u></p> <p><u>Theory of evolution</u></p> <p>Starter - What do we know about evolution? How have we adapted to our environment?</p> <p>Play Chinese whispers - passing the message on is like a changing evolution (show evolution picture).</p>	<p><u>Lesson 7 and 8 - Learn it</u></p> <p><u>The fossil process</u></p> <p>Starter - give one piece of information about an evolutionist</p> <p>Discuss the fossil process.</p> <p>Make our own salt dough fossils.</p>	<p><u>Lesson 9, 10 - Show it</u></p> <p><u>Drawing conclusions</u></p> <p>What have we learnt about Evolution and Inheritance? What is your favourite fact?</p> <p>Can you describe why animals have evolved and adapted to their environment?</p>	<p><u>Lesson 11 - Know it</u></p> <p><u>How might humans evolve in the future?</u></p> <p>Discuss different theories about how humans might evolve.</p> <p>What would make life easier in our environment?</p>
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Choose a picture of animal with offspring and write down what is the same (What have they inherited?)	it has adapted to their environment/habitat.	Create biographies of famous evolutionists - choose one and research.			
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Substantive Knowledge (Content)	Disciplinary Knowledge (Skills)
<p><u>KS1 - Science</u> Asking Questions Asking simple questions and recognising that they can be answered in different ways.</p> <p>Identifying, Classifying, Recording and Presenting Data Identifying and classifying. Gathering and recording data to help in answering questions.</p> <p><u>KS2 - Science</u> Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Using Scientific Evidence and Secondary Sources of Information Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support their findings.</p>	<p><u>EYFS - C&L - Listening, Attention and Understanding</u> Make comments about what they have heard and ask questions to clarify their understanding.</p> <p><u>EYFS - UTW - The Natural World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p><u>KS1 - Science</u> Asking Questions, children can: a explore the world around them, leading them to ask some simple scientific questions about how and why things happen; b begin to recognise ways in which they might answer scientific questions; c ask people questions and use simple secondary sources to find answers; d experience different types of scientific enquiries, including practical activities; e talk about the aim of scientific tests they are working on.</p> <p>Identifying, Classifying, Recording and Presenting Data a use simple features to compare objects, materials and living things; b decide how to sort and classify objects into simple groups with some help; c record and communicate findings in a range of ways with support; d sort, group, gather and record data in a variety of ways to help in answering questions such as in simple sorting diagrams, pictograms, tally charts, block diagrams and simple tables.</p> <p><u>KS2 - Science</u> •Ask relevant questions. •Gather, record, classify and present data in a variety of ways to help in answering questions.</p>

- Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.
- Report on finding from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

Biology:

- 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.
- Relate knowledge of plants to studies of all living things.
- Describe the life process of reproduction in some plants and animals.
- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- environment in different ways.
- Describe the changes as humans develop from birth to old age.
- Describe how adaptation leads to evolution.
- Recognise the impact of diet and exercise on the way the human body functions.

Progression of Learning

'Link It'	'Learn It'	'Check It'	'Show It'	'Know It'
Explore and recap living things.	Explore and discuss Inheritance, Adaptation and Evolution.	Research information to clarify what we have learned so far.	Draw conclusions. Favourite fact.	How might humans evolve in the future? Apply learned knowledge.