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| updated logo Badgers Class Medium Term Planning for Science / Understanding the World Spring Term 1 2023 |
| **Living things their environments.****Pupils should be taught to:**• name and match familiar and unfamiliar plants and animalsObserve plants and animals in the local environment. | In this topic the children will explore a range of local environments, be able to identify, name or match a range of living things,  |

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| **Lesson 1 - Link it.****Engage with photographs and pictures of familiar animals**Watch video of familiar pets and farm animals.Explore a range of pictures of familiar animals.What do the children do with them? Which ones interest them the most?Plenary – Look at photos of ourselves exploring the animal pictures. Point out any changes the children have effected. **Use Makaton and AAC to name the action** | **Lesson 2-5 Learn and check it****Explore, name, sort different types of animals****Use Makaton and AAC to name the animal -** Lesson 2 – PetsLesson 3 – farm animalsLesson 4 – Minibeasts | **Lesson 6-7 – Learn and check it****Match animals to environments****Use Makaton and AAC**Lesson 6 – Pets to homes and types of foodLesson 7 – Find minibeasts, birds etc in local environment | **Lesson 13 Show it****Use Makaton and AAC** **Care for animals in toy form – role play feeding, grooming, giving water, bed etc** |

Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills)  |
| 1. 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.
2. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

**Pupils should be taught to:**• find out how the shapes and states of solid  objects made from some  materials can be changed by  squashing, bending, twisting  and stretching, mixing, melting, freezing | * Explore changing materials by squashing, twisting, bending etc and pay attention to the results
* Sort materials using simple criteria and communicate observations of materials in terms of these properties.,
* Use all their senses in hands-on exploration of natural materials.
* Explore collections of materials with similar and/or different properties
* Explore materials with different properties.
* Explore natural materials, indoors and outside.
* Talk about the differences between materials and changes they notice.
* Explore and respond to different natural phenomena in their setting and on trips
* Realise that their actions have an effect on the world, so they want to keep repeating them.
* Repeat actions that have an effect.
* Plan and think ahead about how they will explore or play with objects.
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**Progression of Learning**

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| ‘Link It’  | ‘Learn It’ | ‘Check It’  | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils * Exploring familiar materials
 | Activities provided during lesson Resources Learn to hold, touch, feel, look at closely different materials.Be exposed to new language.Naming materials and actions upon themUsing Makaton to name. | Independent activities linked to lesson Resources Practice exploring different objects and materials over time.  | How will the pupils share knowledge during or end of lessonUse previous knowledge to explore new objects | Retrieve or generalization of learning after lesson Begin to sort objects and materials by property. |