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| updated logo Hedgehogs Class Medium Term Planning for Science Summer Term 2023 | |
| **Animals including humans**   * Human body parts and the senses | In this topic, we will be exploring animals and human body parts. 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.  We will also continue to 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.  Children will engage with SALT activities to identify body parts as well as engaging in body part rhyme time including ‘Head, shoulders, knees and toes’, and ‘If you’re happy and you know it’, etc.  Children will explore food play each day for 10 minutes before lunch time and will be given the opportunity to engage with the food play using their senses.  **Key vocabulary (with Makaton signs):**   * Animals (including animal names and sounds) * Body parts (head, arms, legs, hands, feet, tummy, eyes, ears, mouth, nose, etc.) * Senses (see, listen, touch, smell, taste) |

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| **Lesson 1 - Link it**  **Animal Attention Autism and Animal Sounds**  Group activity –  Attention Autism   * Stage 1 – different motivating animal objects * Stage 2 – Print a snake in half * Stage 3 – cow prints * Stage 4 – animal colouring   1:1 activity – phonics play animal sounds | **Lessons 2-8 – Learn it and check it**  **Exploring animals and body parts**  Animal activities -   * Animal rhyme time – engaging with the props (e.g. Old McDonald – matching the sounds to the animals) * Animal role play – farm animals, jungle animals, safari animals, etc. (tuff tray for continuous provision) * Fine motor skills activities – rescuing the animals that have been taped down/ tied up * Animal mark making – printing animal tracks and copying animal patterns * Animal sensory stories – ‘What the Ladybird Heard’/ ‘Dear Zoo’ – engaging with the sensory story props * Animal themed Attention Autism – identifying animal name and sounds * Sensory garden animal hunt – find the hidden animals and match them to the symbols around the hut * **Whole class trip to a farm during Summer Term 2!** | **Lesson 9-12 – Show it and know it**  **Independent exploration in activities and comprehension tasks**  Children will engage independently in activities and apply the skills that they have learned in different contexts.  Can children identify animals? Can children identify animal sounds and match them to the animal? Can children identify animal prints and patterns? |

Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| 1. **EYFS –**  * Make comments about what they have heard and ask questions to clarify their understanding. * Explore the natural world around them, making observations and drawing pictures of animals. * 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. * Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.   **Key Stage One -**   * Asking simple questions and recognising that they can be answered in different ways * explore the world around them, leading them to ask some simple scientific questions about how and why things happen; * begin to recognise ways in which they might answer scientific questions * observe changes over time * make careful observations, sometimes using equipment to help them observe carefully * use simple features to compare objects, materials and living things; * decide how to sort and classify objects into simple groups with some help; * record and communicate findings in a range of ways with support; * using their observations and ideas to suggest answers to questions * begin to draw simple conclusions; | EYFS –   * **Explore and respond to different natural phenomena in their setting and on trips** * **Plan and think ahead about how they will explore or play with objects.** * **Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing.** * **Bring their own interests and fascinations into early years settings.** * **Respond to new experiences that you bring to their attention.** * **Talk about what they see, using a wide vocabulary.** * **Know more, so feel confident about coming up with their own ideas.** * **Make more links between those ideas.** * **Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions.** * **Sort by obvious differences** * **Explore the natural world around them.** * **Describe what they see, hear and feel whilst outside.** * **Begin to understand the need to respect and care for the natural environment and all living things.** * **Understand the effect of changing seasons on the natural world around them.** * **Understand the effect of changing seasons on the natural world around them.** * **Know about similarities in relation to places, objects, materials and living things.** * **Make observations of animals and explain why some things occur.** * **Sort living things into animals** * **Identify the main parts of animal bodies including humans** * **Name some common animals**   Key Stage One –   * **Ask simple questions** * **Identify and classify** * **Use observations and ideas to suggest answers to questions** * **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.** * **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 how they depend on each other.** |

**Progression of Learning**

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| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils  Previous experiences of Attention Autism and animals. | Activities provided during lesson  Children will engage with a range of activities including Attention Autism, sensory stories, rhyme time, IT games, and 1:1 activities to identify animals, animal sounds, prints and patterns. | Independent activities linked to lesson  Children will engage with role play, mark making and fine motor activities that link to animals. | How will the pupils share knowledge during or end of lesson  Children will identify animals during a class trip to a farm and experience animals in real life using their senses. | Retrieve or generalization of learning after lesson  Children will be able to identify animal names, sounds, prints and patterns. |