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| Squirrels Class Medium Term Planning for **Science Spring 2023** | |
| **Topic: Poles Apart**  **Living Things and their Habitats**   * Living, dead, never been alive * Habitats and needs * Food chains | Children will visit Peak Wildlife this term to observe animals in their natural habitats. We will also go on regular visits in the community to observe wildlife and plant life. |

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| **Lesson 1 – Link it**  **What is alive?**  Consider what is an animal and what other organisms are alive. How do we know?  Plant a seed for us to care for and observe this term. | **Lesson 2,3 – Learn it**  **Plants**  Explore the structure of plants and label a picture.  Explore what they need to survive and create a poster to show this. | **Lesson 4, 5 – Learn it**  **Food Chains**  Explore food chains are create simple examples. Find out about food chains related to our own experiences and food chains in other countries. | **Lesson 6, 7, 8 – Learn it**  **Habitats**  Sort animals by their habitats. Discover what animals need to survive and how their habitats are suited to them. Label features of animals and think about their purpose e.g. fur to keep warm | **Lesson 9 – Check it**  **Food Sources**  Extend what we know about plants and animals to consider our food sources. Match foods to where they come from. | **Lesson 10 – Show it**  **Review our plants**  Evaluate how our plants have grown this term. Sequence photos of our plants growing and labels to stages. | **Lesson 11 – Know it**  **Alive, dead or never alive?**  Sort animals/objects by alive, dead or never alive. Discuss how we know or how we could check. |

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| **EYFS**  **C&L -L&A**  Make comments about what they have heard and ask questions to clarify their understanding.  **UTW-TNW**   1. Explore the natural world around them, making observations and drawing pictures of animals and plants. 2. 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  **KS1 Science National Curriculum**  Asking Questions and carrying out Fair and Competitive Tests  Asking simple questions and recognising that they can be answered in different ways.  Performing simple tests.  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 carry out simple practical tests, using simple equipment;  e experience different types of scientific enquiries, including practical activities;  f talk about the aim of scientific tests they are working on.  Observing and Measuring Changes  Observing closely, using simple equipment.  Children can:  a observe the natural and humanly constructed world around them;  b observe changes over time;  d make careful observations, sometimes using equipment to help them observe carefully.  Identifying, Classifying, Recording and Presenting Data  Identifying and classifying.  Gathering and recording data to help in answering questions.  Children can:  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;  Drawing Conclusions, Noticing Patterns and Presenting Findings  Using their observations and ideas to suggest answers to questions.  Children can:  e use simple and scientific language; | **EYFS**   * Use all their senses in hands-on exploration of natural materials. * Explore the natural world around them. * Describe what they see, hear and feel whilst outside. * Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. * 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. * Know about similarities in relation to places, objects, materials and living things. * Make observations of animals and plants and explain why some things occur. * Sort living things into plants and animals * Care for /grow living thigs and know some of the things they need e.g. water, food * Experience the effects of exercise on the body. * Identify the main parts of animal bodies including humans * Identify the main parts of green plants and trees. * Name some common animals * Name some common plants * Match some animals to where they usually live e.g. on land, in the sea, in a tree, in a cold place etc.   **KS1**   * Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. * Observe and describe how seeds and bulbs grow into mature plants. * Find out and describe how plants need water, light, and a suitable temperature to grow and stay healthy. * Look at suitability of environments and at food chains. * 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). |

**Progression of Learning**

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| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Explore animals, plants, objects familiar to us.  Plant a seed for us to care for this term. | Exploring the structure and needs of plants.  Exploring the purpose of food chains.  Exploring habitats and their purposes. | Link this to food sources. | Review our plants and learning so far. | Sort alive/dead/never been alive and discuss our learning this term. |