

**St Bernadette's Catholic Primary Voluntary Academy**  
**Subject Medium Term Planning - KS1 Lent Term Cycle A - Famous Faces**



**Prior Learning**


**EYFS:**

- Observe growth & decay over time
- Talk about what they see in the natural world
- Examine change over time
- Describe what they see, hear & feel whilst outside
- Explore different habitats outdoors, going on mini beast hunts.
- Begin to understand the need to respect & care for the natural environment & all living things
- Discuss how to care for the living things & their habitats

Lesson 1	L.O.18 To be able to explore and compare the differences between things that are living, dead, and things that have never been alive (NC2).	<p>Living things- what do living things need to stay alive?                      To learn what it means to be living, dead and never alive                      Link back to what animals need to stay alive from Disney topic.</p> <p>Look at the 7 life processes (MRS GREN poster)</p> <p>Living, dead or never alive Twinkl powerpoint  <u>Activity</u>                      Y1 Cut and paste- sorting living, and non-living                      Y2 Living, never lived and no longer living sheets – explaining the differences.</p>	<ul style="list-style-type: none"> <li>● Know that living things are alive, dead things were once alive and nonliving things were never alive.</li> <li>● Know an animal is alive, a wooden table is dead and a plastic bag was never alive.</li> </ul>		<p><b>Alive</b>  <b>Dead</b>  <b>Life processes -</b>                      (M - Movement - All living things move, even plants.                      R - Respiration - Getting energy from food.                      S - Sensitivity - Detecting changes in the surroundings.                      G - Growth - All living things grow.                      R - Reproduction - Making more living things of the same type.                      E - Excretion - Getting rid of waste.)</p>
Lesson 2	L.O.20 To be able to 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	<p>Habitats                      Recap what living things are and discuss what they need to stay alive</p> <p>Introduce the word habitat.                      What do we already know about that word?                      What is a habitat? A habitat is a place</p>	<ul style="list-style-type: none"> <li>● Know that a habitat is a natural place for something to live.</li> </ul>	<ul style="list-style-type: none"> <li>● Use a chromebook to find out information</li> <li>● Use a touchpad effectively</li> </ul>	<p>Habitat                      Environment</p>

	plants, and how they depend on each other (NC2).	where animals and plants live, where they can find everything they need to stay alive. Watch a video clip introducing  <u>Activity</u> Chromebooks- Purple Mash All about animal habitats activities OR whole class sorting animals into habitats activity			
Lesson 3	L.O.19 To be able to identify and name a variety of plants and animals in their habitats, including micro-habitats (NC2).	Habitats  Hot Habitats (including desert, jungle and rainforest)  Look at hot habitats and the animals that live there.  Activity: Children to draw and label a hot habitat with an animal/animals that live there	<ul style="list-style-type: none"> <li>● Know deserts are an example of a hot habitat.</li> <li>● Know camels, scorpions and lizards live in hot habitats.</li> </ul>		<b>Desert Jungle Rainforest</b>
Lesson 4	L.O.20 To be able to 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 (NC2).	Recap the names of hot habitats and the animals that live in hot habitats.  How are animals <b>adapted</b> to live in these habitats?  Activity: Animal Adaptation How is a camel adapted for life in the desert? (worksheet)	<ul style="list-style-type: none"> <li>● Know camels have adapted to live in warm climates by: -Having long eyelashes to keep out sand. -Having a hump to store fat. - Having flat feet to walk on the sand.</li> </ul>		<b>Adapted Adaptation</b>
Lesson 5	L.O.19 To be able to identify and name a variety of plants and animals in their habitats, including micro-habitats (NC2).	Habitats  Cold habitats (including Arctic, polar ) Look at cold habitats and the animals that live there. Activity:	<ul style="list-style-type: none"> <li>● Know the Arctic is an example of a cold habitat</li> <li>● Know polar bears, penguins and reindeer live in the cold habitats. .</li> </ul>		<b>Arctic</b>

		Children to draw and label a cold habitat with an animal/animals that live there			
Lesson 6	L.O.20 To be able to 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 (NC2).	Recap the names of cold habitats and the animals that live in cold habitats. How are the animals <b>adapted</b> to live in these habitats? Focus on a polar bear and how it has adapted to the cold habitat <u>Activity</u> Label the Polar bear  Extension Task: Sort the animals into the correct hot/cold habitat	<ul style="list-style-type: none"> <li>Know polar bears have adapted to live in cold climates by : -Having White fur so they can camouflage. -Having a thick layer of fat to keep them warm.</li> </ul>	<ul style="list-style-type: none"> <li>Sort and classify animals into the correct habitat</li> </ul>	<b>Adapted Camouflage</b>
Lesson 7	L.O.19 To be able to identify and name a variety of plants and animals in their habitats, including micro-habitats (NC2).	Habitats  Look at water habitats and the animals that have <b>adapted</b> to live there (including the ocean ) Ensure to keep referring to the animals adaptations for living in water  Activity: Draw and label animals that live in the ocean Extension - How have they adapted to live there? E.g. gills for breathing	<ul style="list-style-type: none"> <li>Know the ocean is a water habitat.</li> <li>Know sharks, jellyfish and starfish live in the ocean</li> </ul>		<b>Ocean</b>
Lesson 8	L.O.19 To be able to identify and name a variety of plants and animals in their habitats, including micro-habitats (NC2).	Habitats  What are Micro-habitats ?  <u>Activity</u> Go out and look for minibeasts in micro habitats (under rocks, logs etc) aim to find worms!	<ul style="list-style-type: none"> <li>Know that a micro-habitat is a very small habitat where minibeasts live.</li> </ul>	<ul style="list-style-type: none"> <li>Observe animals living in a micro-habitat</li> </ul>	<b>Micro-habitats</b>

Lesson 9	L.O.19 To be able to identify and name a variety of plants and animals in their habitats, including micro-habitats (NC2).	<p>Habitats</p> <p>Look at <b>plant</b> habitats and why certain plants grow in certain habitats</p> <p><u>Activity</u> Twinkl - where do plants live activity</p>	<ul style="list-style-type: none"> <li>• Know plants have habitats.</li> <li>• Know that woodland is an example of a plant habitat.</li> </ul>		<b>Plants</b>
Lesson 10	<p>Working scientifically</p> <p>Year 1 L.O.1 To be able to ask simple questions</p>  <p>Year 2 L.O.1 To be able to ask simple questions and recognise that they can be answered in different ways.</p>	<p><b><u>Investigation</u></b> <b><u>Enquiry Approach - Fair testing</u></b> Wormery Wonderful worms slides</p> <p>What is a worm's favourite food?</p> <p>Talk about fair testing.</p> <p><u>Activity</u> Set up and begin write up on investigation sheet</p>	<ul style="list-style-type: none"> <li>• Know that a fair test means changing one variable to see its effect on another, whilst keeping everything else the same.</li> </ul>	<ul style="list-style-type: none"> <li>• Set up and carry out a fair test</li> <li>• Be able to ask a simple question</li> </ul>	<b>Fair testing</b>
Lesson 11	<p>Working scientifically</p> <p>Year 1 L.O.6 To be able to use their observations and ideas to suggest answers to questions, with support.</p> <p>Year 2 L.O.6 To be able to use their observations and ideas to suggest answers to questions</p>	<p><b><u>Investigation</u></b> <b><u>Enquiry Approach - Fair testing</u></b> Wormery</p> <p>Check and record results</p> <p>What did we find out?</p> <p><u>Activity</u> Complete the investigation sheet</p>		<ul style="list-style-type: none"> <li>• Answer a simple question</li> </ul>	<b>Results</b>
Lesson 12		<p><b><u>Assessment</u></b></p> <p>End of topic test</p>			