

St Bernadette's Catholic Primary Voluntary Academy
Subject Medium Term Planning - KS1 Advent Term Cycle A - Animal Antics



Prior Learning

EYFS:

- Observe animals closely through a variety of means e.g. magnifiers & photographs
- Talk about things they have observed including animals
- Observational drawings of animals
- Look at key stages of development from birth to adult.
- Begin to understand the key features of the life cycle of a butterfly (The Very Hungry Caterpillar)
- Be exposed to the vocabulary linked with the life cycle of a butterfly e.g. chrysalis

Lesson 1	<p>Science L.O.11: To be able to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (NC1).</p>	<p>Identify some of the animals from the Disney films.</p> <p>Discuss how some of these belong to a group called mammals. Focus on characteristics to belong to this group.</p>	<ul style="list-style-type: none"> ● Know that mammals: <ul style="list-style-type: none"> - have fur/hair - give birth to live young - are warm blooded ● Know that cows, dogs, mice and humans are examples of mammals. 		animal mammal warm-blooded birth live young fur
Lesson 2	<p>Science L.O.11: To be able to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (NC1).</p>	<p>Identify some of the animals from the Disney films.</p> <p>Discuss how some of these belong to a group called reptiles Focus on characteristics to belong to this group.</p>	<ul style="list-style-type: none"> ● Know that reptiles: <ul style="list-style-type: none"> - have scales and dry skin - lay eggs - are cold blooded ● Know that snakes, tortoises, lizards and alligators are examples of reptiles. 		reptile cold-blooded scales eggs
Lesson 3	<p>Science L.O.11: To be able to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (NC1).</p>	<p>Identify some of the animals from the Disney films.</p> <p>Discuss how some of these belong to a group called amphibians. Focus on</p>	<ul style="list-style-type: none"> ● Know that amphibians: <ul style="list-style-type: none"> - have moist skin - live on land and water - are cold blooded 		amphibian moist

		characteristics to belong to this group.	<ul style="list-style-type: none"> Know that frogs, toads, newts and salamanders are examples of amphibians. 		
Lesson 4	Science L.O.11: To be able to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (NC1).	Identify some of the animals from the Disney films. Discuss how some of these belong to a group called birds. Focus on characteristics to belong to this group.	<ul style="list-style-type: none"> Know that birds: <ul style="list-style-type: none"> - have feathers - lay eggs - are warm blooded Know that penguins, chickens, flamingos and robins are examples of birds. 		birds feathers wings beak
Lesson 5	Science L.O.11: To be able to identify and name a variety of common animals including fish , amphibians, reptiles, birds and mammals (NC1).	Identify some of the animals from the Disney films. Discuss how some of these belong to a group called fish. Focus on characteristics to belong to this group.	<ul style="list-style-type: none"> Know that fish: <ul style="list-style-type: none"> -have fins to move - have gills to breathe -Live in water Know that goldfish, tuna, sharks and eels are examples of fish. 		fish fins gill breathe underwater
Lesson 6	Science L.O.11: To be able to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (NC1).	Recap all animal groups: fish, amphibians, reptiles, birds and mammals. Sorting a range of animals into the correct group https://www.bbc.co.uk/bitesize/topics/z6882hv		<ul style="list-style-type: none"> Sort and classify animals according to their group 	sort classify
Lesson 7	Science L.O.12: To be able to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) (NC1).	Look at the structure of mammals, fish and reptiles. Focus on dog, shark and tortoise. Activity:	Know a dog (mammal) has: <ul style="list-style-type: none"> - Paws - A tail - Claws Know a shark (fish) has: <ul style="list-style-type: none"> - Gills - A fin 	<ul style="list-style-type: none"> Compare the bodies of different animals 	paw claws tail gills fin Teeth Shell Neck

		Label the parts of a dog, shark and tortoise	<ul style="list-style-type: none"> - Teeth Know tortoise (reptile) has: <ul style="list-style-type: none"> - legs - A shell - A neck 		legs
Lesson 8	Science L.O.12: To be able to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) (NC1).	Look at the structure of birds and amphibians Focus on penguins and frogs. Activity: Label the parts of a penguin and frog.	Know a penguin (bird) has: <ul style="list-style-type: none"> - A beak - Wings - Feathers Know a frog (amphibian) has: <ul style="list-style-type: none"> - Webbed feet - Throat - Eyes 	<ul style="list-style-type: none"> ● Compare the bodies of different animals 	beak wing feathers webbed feet throat eyes
Lesson 9	Science L.O.13: To be able to identify and name a variety of common animals that are carnivores, herbivores and omnivores (NC1).	Recap animals from previous lessons. Ask the children what they think the animals will eat. Introduce terms for animals that eat meat etc	<ul style="list-style-type: none"> ● Know that carnivores eat only meat. ● Know that omnivores eat meat and plants. ● Know that herbivores eat only plants. 	<ul style="list-style-type: none"> ● Sort and classify animals according to what they eat 	Carnivore Herbivore Omnivore Meat-eater
Lesson 10	Science L.O.21: To be able to describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food (NC2).	Link back to what animals eat and where this comes from. Introduce ideas of food chains. What is a food chain? Sequencing part of the food chain. Activity: Use the animals from the knowledge organiser to make a food chain	<ul style="list-style-type: none"> ● Know that a food chain shows the order that different animals eat each other. ● Know that a food chain starts with a plant and ends with an animal. 	<ul style="list-style-type: none"> ● Sequencing parts of a food chain 	food chain plant animal order

Lesson 11	<p>Science Working scientifically : L.O.1 To be able to ask simple questions and recognise that they can be answered in different ways</p>	<p><u>ENQUIRY APPROACH</u> Introduce Research question What do animals need to survive? <u>SCHOOL TRIP - workshop to find out and ask about what animals need.</u> <u>Internet research at school</u> <u>School trip = the research YWP</u> Ask the children why animals need to eat. What other things do animals need to stay alive? Basic needs of animals - wild and pets</p>		<ul style="list-style-type: none"> ● Carry out research ● Ask simple questions 	<p>research water food air survive/survival</p>
Lesson 12	<p>Science L.O.14: To be able to find out about and describe the basic needs of animals, including humans, for survival (water, food and air) (NC2).</p>	<p><u>Research write up</u> Link to the research question. What did we find out? Record answers to the research question.</p>	<ul style="list-style-type: none"> ● Know that to survive animals need: -food -water - air 		
Lesson 13	<p>Science L.O.15: To be able to notice that animals, including humans, have offspring which grow into adults (NC2).</p>	<p>Talk about animals when they are young, how they are different- similar, differences. Link to what saw on trip? Focus on the life cycle of a butterfly</p>	<ul style="list-style-type: none"> ● Know that a life cycle is the different stages of an animal's life. ● Know the main stages of a caterpillar's life are: -egg -chrysalis -butterfly 	<ul style="list-style-type: none"> ● sequence the life cycle of a butterfly 	<p>life cycle sequence offspring adult chrysalis</p>