Ashtree Primary School and Nursery Medium Term Plan for Science

Year 1/2 Autumn Term – Animals including Humans Unit – Growth and Survival

Prior Knowledge – EYFS

Development Matters 2020 – Reception – Understanding the World

Talk about members of their immediate family and community.

Name and describe people who are familiar to them.

Personal, Social and Emotional Development

See themselves as a valuable individual.

Manage their own needs.

Physical Development

Know and talk about the different factors that support their overall health and wellbeing: regular physical activity; healthy eating; toothbrushing; sensible amounts of 'screen time'; having a good sleep routine; being a safe pedestrian.

Prior Skills – EYFS - Classification - Sort images of people according to their characteristics.

Researching using secondary sources - Find out information from visitors (dentist, nurse etc.).

Pattern seeking - Are taller children faster? Are taller children stronger?

Key Vocabulary

Baby, toddler, adult, eggs, fruit, vegetables, water, fibre, meat, fish, cheese, beans, washing, exercise, diet, offspring

Key Knowledge

Step 1 - recognise that animals produce young

Step 2 - recognise changes that take place as animals get older and explain that adult animals no longer grow

Step 3 - describe some differences they observe between babies and toddler and make comparisons of the differences they observe between babies and toddlers

Step 4 - identify the offspring of a selection of different animals

Step 5 - recognise that exercise is important

Step 6 - name some types of food and identify some types of food that make up their diet and name some examples of each

Step 7 - recognise that an adequate diet and exercise are necessary for them to grow and stay healthy and describe some of the types of food that they eat

Key Skills –

Step 1 - Can choose and use simple secondary sources to find answers, e.g. books, videos, photographs or people

Step 2 - talks about their findings with increasing confidence, using everyday terms, text scaffolds or simple scientific language

Step 3 - with some support, notices changes (i.e. cause and effect), patterns and relationships (i.e. how one variable affects another)

Step 4 - **identifies and classifies** (decides how to sort and group objects)

Step 5 – about their findings with increasing confidence, using everyday terms, text scaffolds or simple scientific language

Step 6 - **gathers and records simple data to help in answering questions e.g tables**

Step 7 - talks about their findings with increasing confidence, using everyday terms, text scaffolds or simple scientific language

Suggested Activities

S1 – Match the baby animals to their parents.

S2 – Timeline/Life Cycle of an animal.

S3 – Identify differences between a baby and a toddler. Show in a table

S4 – Look at a range of offspring – which animal is its parent? How do you know

S5 – What is exercise? What different exercise do you do? Why do we exercise? Create our own exercise routine. What things are we including? Why?

S6 – Sort food into different groups.

S7 – Sort foods and lifestyle into healthy and unhealthy.

Possible Misconceptions

Some children may think:
- only four-legged mammals, such as pets, are animals
- humans are not animals
- insects are not animals
- all 'bugs' or 'creepy crawlies', such as spiders, are part of the insect group
- amphibians and reptiles are the same.
- all animals that live in the sea are fish
- respiration is breathing
- breathing is respiration.

Future Knowledge

In year 3 the children will be learning –

Step 1 - identify some foods needed for a healthy and varied (balanced) diet

name the components of a healthy and varied diet - carbohydrates, protein, fats, fibre, fruit and vegetables

describe how their diet is balanced

- *describe an adequate and varied diet for humans, recognising that there are many ways of achieving this*

Step 2 - know they have bones and muscles in their body - state that they and other animals have skeletons

Step 3 - identify animals that do not have an internal skeleton (invertebrates)

group animals with and without an internal skeleton

Step 4 - describe some observable characteristics of bones

- recognise that their skeletons grow as they grow

Step 5 - describe the main functions of their skeletons

- state that movement depends on both skeleton and muscles

Step 6 state that when one muscle contracts another relaxes