

## KS1 Science Medium Term Planning- Cycle B

Year group KS1	Aspect	Main Enquiry Question	Learning Challenges	Knowledge	Working Scientifically
Autumn	<b>Biology</b>  <i>Animals including humans (Y1)</i>	<i>Why are humans not like aliens?</i>	<b>LC1-</b> Can we help the aliens find out about humans on our planet? <b>LC2-</b> How can we compare parts of the body? <b>LC3-</b> What can our different senses do? <b>LC4-</b> Are aliens carnivores, herbivores or omnivores? <b>LC5-</b> How many animals can we find that are carnivores, herbivores and omnivores? <b>LC6-</b> Can we identify and name a variety of common animals? <b>LC7-</b> How can you describe different animals without naming them? <b>LC8-</b> How are animals similar/different?	<ul style="list-style-type: none"> <li>- Classify a variety of animals according to fish, amphibians, reptiles, birds and mammals.</li> <li>- Know how to classify animals by what they eat (carnivore, herbivore and omnivore).</li> <li>- Know how to sort living and non-living things.</li> <li>- Know how to name the parts of the human body that can be seen.</li> <li>- Know how to link the correct part of the human body to each sense.</li> </ul>	<ul style="list-style-type: none"> <li>- Asking simple questions and recognising that they can be answered in different ways.</li> <li>- Observing closely, using simple equipment.</li> <li>- Performing simple tests.</li> <li>- Identifying and classifying.</li> <li>- Using their observations and ideas to suggest answers to questions.</li> <li>- Gathering and recording data to help in answering questions.</li> </ul>
Spring	<b>Chemistry</b>  <i>Uses of everyday materials (Y1&amp;Y2)</i>	<i>What would Traction Man use to build our school?</i>	<b>LC1-</b> How can you classify your toys taking account of the materials they are made of? <b>LC2-</b> How can you classify materials? <b>LC3-</b> What are the main reasons for choosing materials for different parts of the school buildings? <b>LC4-</b> How can the shape of materials be changed? <b>LC5-</b> What are the properties of materials used in different parts of the school building? <b>LC6-</b> What are the uses of different materials around school? <b>LC7-</b> What are the advantages and disadvantages of some common materials? <b>LC8-</b> Which material is the strongest?	<ul style="list-style-type: none"> <li>- Distinguish between an object and the material in which it is made.</li> <li>- Identify and name a range of materials including wood, metal, plastic, glass, brick, rock, paper and cardboard.</li> <li>- Know the simple physical properties of a variety of everyday materials.</li> <li>- Know why a material might be used for a specific job.</li> <li>- Know how materials can be changed by squashing, bending, twisting and stretching.</li> <li>- Know and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> </ul>	

			<p><b>LC9-</b> Traction man needs a new diving outfit, can you help him find the right material?</p>		
<p><b>Summer</b></p>	<p><b>Biology</b> <i>Plants (Y2)</i></p>	<p><i>How quickly do plants grow?</i></p>	<p><b>LC1-</b> What do you notice about different seeds and bulbs?  <b>LC2-</b> What are the main parts of plants?  <b>LC3-</b> How can you set up an experiment to find out what seeds and bulbs need to grow and stay healthy?  <b>LC4-</b> Do all plants look the same?  <b>LC5-</b> Reflection: A chance to think about what has been learned from this learning challenge</p>	<ul style="list-style-type: none"> <li>- Know and explain how seeds and bulbs grow into plants.</li> <li>- Know what plants need in order to grow and stay healthy (water, light &amp; suitable temperature).</li> <li>- Identify and name plants and animals in a range of habitats.</li> <li>- recognise some seeds and associate them with trees e.g. horse chestnut.</li> </ul>	

<p><b>GDS Opportunities</b></p>	<ul style="list-style-type: none"> <li>• Can they suggest ways of finding out through listening, hearing, smelling, touching and tasting?</li> <li>• Can they say whether things happened as they expected and if not why not?</li> <li>• Can they suggest more than one way of grouping animals and plants and explain their reasons?</li> <li>• Can they use information from books and online information to find things out?</li> <li>• Can they name some characteristics of an animal that help it to live in a particular habitat?</li> <li>• Can they describe what animals need to survive and link this to their habitats?</li> <li>• Can they explain that animals reproduce in different ways?</li> <li>• Can they describe the properties of different materials using words like, transparent or opaque, flexible, etc.?</li> <li>• Can they sort materials into groups and say why they have sorted them in that way?</li> <li>• Can they say which materials are natural and which are man made?</li> <li>• Can they explain how materials are changed by heating and cooling?</li> <li>• Can they explain how materials are changed by bending, twisting and stretching?</li> <li>• Can they tell which materials cannot be changed back after being heated, cooled, bent, stretched or twisted?</li> </ul>
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