

**Pentecost 1**  
**Science Year 1: Animals including Humans (Biology)**

**Scripture Link: 1 Corinthians 6: 19-20**

**National Curriculum Objective**

**Enquiry Question: How do different bodies work?**

	Lesson 1	Lesson 2	Lesson 3
<b>Learning intention for each lesson</b>	To know how their body moves and that not all bodies move in the same way.	To know how to use their 5 senses when exploring the outdoor environment and how to record their findings	To know a variety of common minibeasts
<b>Recall and Retrieval</b>	can locate the main parts of the human body can name the main parts of the human body	That our skeletons and muscles help to make the different parts of our body move. Can name and locate the 5 senses.	know what a vertebrate is know what an invertebrate is can describe the differences between these categories can identify minibeast habitats and why they live there
<b>Sequence of substantive knowledge throughout the lesson</b>	That our skeletons and muscles help to make the different parts of our body move.	That humans have 5 min senses: sight, sound, smell, touch and taste.  Each of our senses send messages to our brains.	That a minibeast is a small animal.  Spiders, worms, snails, slugs, beetles, earwigs and caterpillars are common minibeast.
<b>Key Skills/disciplinary knowledge</b>	<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>	<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>	<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>• 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>
<b>Key Vocabulary</b>	Head, body, eyes, ears, mouth, teeth, leg, all senses.	Head, body, eyes, ears, mouth, teeth, leg, all senses.	Head, body, eyes, ears, mouth, teeth, leg, tail, wing, reptile, amphibian, mammal, omnivore, carnivore, herbivore,
<b>Main teaching activity</b>			

<b><i>If the school has another short term planning format, this does not need to be included.</i></b>			
<b>Scaffolding</b>	Teacher to question children and give children some prompts as to what they might like to find out.	Point, say and ask children to repeat so less able learners can understand the language related to different body parts.	Visual aids if needed.
<b>Challenge</b>	Visual aids if needed.	Visual aids if needed. Stem sentences to help support recording.	
<b>Diversity Links</b>			
<b>Catholic Social Teaching Principles</b>	Human Dignity – We are all different and amazing		Stewardship– Learning from God’s creation
<b>British Values</b>			
<b>Wider links</b>			

**Pentecost 1**  
**Science Year 1: Animals including Humans (Biology)**

	Lesson 4	Lesson 5	Lesson 6
<b>Learning intention for each lesson</b>	To know some names of common birds and their characteristics	To know what camouflage is and that some animals use this to protect themselves	
<b>Recall and Retrieval</b>	That a minibeast is a small animal and can name some common ones. Know what a vertebrate is Know what an invertebrate is.	some names of common birds and their characteristics some of the features of autumn/winter – hibernation, migration	
<b>Sequence of substantive knowledge throughout the lesson</b>	That the 10 most common birds in the UK are: magpie, long-tailed tit, robin, great tit, goldfinch, blackbird, woodpigeon, blue tit, starling and sparrow.	That camouflage is a natural 'skill' used by plants and animals to help them blend into their surroundings. Some creatures use camouflage to protect themselves  Some animals use camouflage to help them attack other creatures.	
<b>Key Skills/disciplinary knowledge</b>	<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>• 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>	<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>• 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>	
<b>Key Vocabulary</b>	Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, feathers, beak, omnivore, carnivore, herbivore,	reptile, amphibian, mammal, omnivore, carnivore, herbivore, protect, hide, prey, predator	
<b>Main teaching activity</b> <i>If the school has another short term planning format, this does not need to be included.</i>			

<b>Scaffolding</b>	Visual aids if needed.	Images and exemplars to be used.	
<b>Challenge</b>	Stem sentences to help support recording.	Stem sentences to help support recording.	
<b>Diversity Links</b>			
<b>Catholic Social Teaching Principles</b>	Stewardship– Learning from God’s creation	Stewardship– Learning from God’s creation	
<b>British Values</b>			
<b>Wider curriculum links</b>			