



School name: FOUNDATION PLANNING YEAR A

Theme: Animals including Humans

Year: 1-2

Term: Spring

ART	D&T	Geography	History	ICT	MFL	MUSIC	PE & SPORT	PSHE/SMSC	RE	SCIENCE
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lesson	Learning Objective and Success Criteria:	Learning Tasks & Activities	Resources	Link to the Arts
1	<p>LO: I know the differences between alive and not alive</p> <p>Success Criteria:</p> <p><i>I must be able to sort into living and not-living</i></p> <p><i>I should be able to sort into living/not-living and never been living.</i></p> <p><i>I could explain reasons as to why these are in these 3 categories</i></p>	<p>Input: Using Olga da Polga and our pretend pet as a starting point, discuss how children knew our pet was not alive and had never been alive?</p> <p>Activity: Draw out the Living Processes (MRS GREN). Use Twinkl powerpoint to look at these in more detail.</p> <p>LA/MA in Groups sort living and non-living pictures. Then stick 3 of each into their books.</p> <p>HA – comparing living and non-living worksheet</p> <p>Activity: As a class again sort some new pictures into living and non-living. Use Twinkl powerpoint to discuss dead or never alive. Sort the non-living into dead or never alive. Draw links with our previous topic of materials.</p> <p>LA sort pictures into living, dead, never been alive – adult to support</p> <p>MA - LA sort pictures into living, dead, never been alive – adult to support</p> <p>HA – choose one living, dead, never been alive picture and write 3 reasons for each to explain how they know.</p>	<p>powerpoint</p> <p>Pictures to sort as a class.</p> <p>Pictures to sort in groups.</p> <p>Pictures to cut and stick.</p> <p>worksheet</p>	

<p>2</p>	<p><u>LO: I know what a living being needs to stay alive</u></p> <p><i>Success Criteria:</i></p> <p><i>I must be able to say what basic needs an animal requires</i></p> <p><i>I should be able to say what different animals need and make links between them</i></p>	<p><u>Input:</u> Twinkl Basic Needs powerpoint. Cut and stick activity. Continue powerpoint. Discuss pets, and in particular Olga da Polga. What animals are mentioned? Which are pets? What do Olga’s owners provide her with to meet her basic needs? <u>Activity:</u> Research Guinea Pigs. Link to DT – design a home for our guinea pig imagining it was alive. How can you provide for its needs? <u>Plenary:</u> Discuss keeping an animal from the countryside as a pet. Would this be fair? Give reasons. Do they know the difference between a pet and a ‘wild’ animal?</p>	<p>powerpoint, worksheets, Olga da Polga book</p>	
<p>3</p>	<p><u>LO: I know different animal groups</u></p> <p><i>Success Criteria:</i></p> <p><i>I must be able to say what group of animals their chosen animal belongs to</i></p> <p><i>I should be able to identify which groups animals belong to</i></p> <p><i>I could explain some features of particular groups of animals</i></p>	<p><u>Input:</u> Discuss our favourite animals. Each draw our favourite animal. Provide labels and short descriptions of animal groups.</p> <p><u>Activity:</u> As a class sort the pictures into mammal, fish, reptile, bird, other. Cut and stick pictures to sort into animal groups. HA more groups</p> <p>Children to write the common characteristics within these animals groups.</p> <p><u>Plenary:</u> Are there any characteristics which are the same/similar between these groups?</p>		

<p>4</p>	<p><u>LO: I can identify carnivores, herbivores and omnivores</u></p> <p><i>Success Criteria:</i></p> <p><i>I must know what a carnivore, herbivore and omnivore eats</i></p> <p><i>I should be able to name some animals that are in these 3 groups</i></p>	<p><u>Input:</u> Discuss what the children ate yesterday. Where did these foods come from – plants or animals? Intro the terms carnivore, herbivore, omnivore. What is Olga? What is the hedgehog? Discuss Olga and the hedgehog. What do we know they eat?</p> <p><u>Activity:</u> Powerpoint Sorting activity – write the names of the animals in the right place. LA cut and stick HA add their own animals Make carnivore/herbivore/omnivore fortune tellers</p> <p><u>Plenary:</u> What am I game e.g. I am a fish. I am a carnivore. The ocean is my habitat. I breathe through my gills. (shark).</p>	<p>powerpoint, worksheets, Olga da Polga book</p>	
<p>5</p>	<p><u>LO: I can describe how animals obtain their food from other animals/plants</u></p> <p><u>LO: I can draw a food chain</u></p> <p><i>Success Criteria:</i></p> <p><i>I must be able to say how one animal obtains food</i></p> <p><i>I should be able to link a source of food to two or more animals</i></p> <p><i>I could draw my own food chain.</i></p>	<p><u>Input:</u> Food chain powerpoint.</p> <p><u>Activity:</u> Y1 cut and stick food chains. Y2 draw food chains and ID habitat. Children draw their own food chain.</p>		

<p>6</p>	<p><u>LO: I can identify that most living things live in habitats to which they are suited</u></p> <p><u>LO: I can explain how different habitats provide for different kinds of animals and how they depend on each other</u></p> <p><i>Success Criteria:</i></p> <p><i>I must be able to say how an animal is suited to its environment</i></p> <p><i>I should be able to explain how an animal and its habitat depend on each other</i></p> <p><i>I could explain how a variety of animals and habitats are dependent on each other.</i></p>	<p><u>Input:</u> Remind the children that pets are not in their natural habitats.</p> <p>Look at some animals and try to match them to their habitats. How are these habitats suited to this animal? How do they provide for their basic needs?</p> <p><u>Activity:</u> Y1 Matching animals to their habitats activity. Take photo and stick into book or minimise and do into books</p> <p>Y2 Factfile 3 star</p>	<p>powerpoint, worksheets,</p>	
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lesson	Learning Objective and Success Criteria:	Learning Tasks & Activities	Resources	Link to the Arts
1	<p>LO: I can draw a food chain linked to my local habitat</p> <p><i>Success Criteria:</i></p> <p><i>I must be able to say how an animal is suited to its environment</i></p> <p><i>I should be able to explain how an animal and its habitat depend on each other</i></p> <p><i>I could explain how a variety of animals and habitats are dependent on each other.</i></p>	<p>Input: Y2 lesson 2 – Local habitats.</p> <p>Activities: Play world habitats game. Recap what habitats are and how different animals are suited to different habitats. Explore our local habitat. Make a map of our local habitat and the plants and animals they find there. Discuss how the animals are linked in this habitat – what do they all eat? Can we work out some food chains? Once back in class look at photos taken and identify the living things and microhabitats. Make food chain minibook.</p> <p>Plenary: – what would happen if one element of the habitat/foodchain disappeared? How would this impact the other animals?</p>	<p>game wellies magnifying glasses camera bug pots clipboards tree, bird and minibeast identification sheets</p>	
2	<p>LO: I can describe a microhabitat</p> <p><i>Success Criteria</i></p> <p><i>I must be able to recognise what a microhabitat is</i></p> <p><i>I should be able to identify animals that belong in one microhabitat</i></p> <p><i>I could explain how animals/plants are interdependent on one another in a microhabitat</i></p>	<p>Input: Year 2 lesson 3 – microhabitats. Explore powerpoint.</p> <p>Activity: Complete microhabitats location sheet – draw 2 microhabitats. Complete microhabitats survey identifying minibeasts in the microhabitat. Back in the class make a pictogram of the results of one of the surveys.</p> <p>Plenary: Discuss results. Are they what they expected?</p>	<p>game wellies magnifying glasses camera bug pots clipboards tree, bird and minibeast identification sheets</p>	

<p>3</p>	<p><u>LO: I know each stage of the human life cycle</u></p> <p>Success Criteria:</p> <p><i>I must know the order of the life cycle</i></p> <p><i>I should be able to explain how humans change over time</i></p>	<p>link to History</p> <p>Input: Human Life cycle ppt. Discuss how we have grown and changed over time. How do they think they will continue to grow and change?</p> <p>Activity: Sort the pictures into sequence to show how humans grow and change over time. Create a life cycle with these pictures.</p> <p>Y1 sequence stages into order</p> <p>Y2 match bullet points to correct pages and draw humans at that stage.</p> <p>Plenary: Children can draw and label their own Human life cycle.</p>		
<p>4</p>	<p><u>LO: I know and can name the different parts of a human body.</u></p> <p><u>LO: I know which part of the body is associated with which sense.</u></p> <p>Success Criteria</p> <p><i>I must know names for different parts of the body</i></p> <p><i>I should know which parts are associated with which sense</i></p>	<p>Input: My Body Powerpoint including singing song and playing body bingo.</p> <p>Activity: children to draw and label themselves. Demo drawing self – proportions and drawing body parts accurately (focus on common omissions – neck, fingers, ears).</p> <p>Body challenges – measure different parts of our bodies with tape measures, learn to spell name using sign language, hold a yoga balance for 30 seconds, pass the hoop team challenge</p>		<p>Link to art – drawing portraits</p>

<p>5</p>	<p><u>LO: I can describe my senses and know their role with in the human body</u></p> <p>Success Criteria:</p> <p><i>I must know which parts are associated with which sense</i></p> <p><i>I should know how to describe the senses</i></p>	<p>pt 2 Senses ppt. Explore sensory activities in groups:</p> <ol style="list-style-type: none"> 1. Smell: Do the children recognise these smells? (blindfolded) 4 cups: blue cheese, onion, perfume, toothpaste 2. Taste: Blind taste test: (Blindfolded) 4 cups: marmite, sugar, salt, lemon 3. Touch: The pin challenge (teacher to lead). Have 4 pins (or 4 pencils). Choose a number from 1 – 4 to slightly press into someone’s finger tips. Can they feel how many? (they should be able to because of extra nerve endings) Repeat on the back of the hand. (they shouldn’t be able to distinguish what they can feel) 4. Hear: What can they hear around them? Write down as many as they can in 2 minutes. 5. See: write/draw one object they can see of each colour: white, brown, black, green, red, blue, grey, pink, orange, yellow, purple. 	<p>ingredients for tasting</p>	
<p>6</p>	<p><u>LO: I know how to lead a healthy life</u></p> <p>Success Criteria:</p> <p><i>I must be able to link a healthy lifestyle with a healthy diet/exercise and keeping hygiene.</i></p> <p><i>I should be able to explain what is healthy in my life</i></p> <p><i>I could explain what I need to do to be more healthy in my own life</i></p>	<p>Discuss how to look after our bodies – what are the children’s ideas? LINK TO PSHE. What do they think constitutes a healthy diet/life? Healthy eating ppt.</p> <p>Find out more about each area through a rotation of activities.</p> <ol style="list-style-type: none"> 1. Washing hands – cover hands in glitter (germs). Try rinsing hands quickly – does this remove all the “germs”? Teach correct hand washing technique and see the difference. Discuss other things we need to do to keep clean – brush teeth twice a day for 2 mins (Hey Duggee tooth brushing song), brush hair, shower/bath. 2. Fitness circuit challenge cards. 3. Planning a healthy daily meal plan with a balance of foods 4. Sleeping. What healthy bedtime routine do they follow? What shouldn’t they do before bed? <p>Recap what we have learned.</p>	<p>glitter, washing up bowl, hand soap.</p>	

