LENT TERM
SCIENCE – Year 1/2 - Medium Term Planning – BIOLOGY: ANIMALS, INCLUDING HUMANS

LESSON 1	LESSON 2	LESSON 3
Recap and Retrieval Recap body parts and senses (Y1)	**Recap and Retrieval** • There are six stages of human life after we are born: baby, toddler, child, teenager, adult and elderly.	**Recap and Retrieval** • There are six stages of human life after we are born: baby, toddler, child, teenager, adult and elderly. • The life cycle of a chicken has four stages – egg, hatchling, chick and chicken.
Working Scientifically - Asking enquiry questions **LEARNING INTENTION:** To know that humans change as they grow. **Disciplinary Knowledge:** **FS1/2:** • Ask simple questions, with support. **Y1:** • Ask simple questions. **Y2:** • Ask simple questions and recognise that they can be answered in different ways. **Aims:** Develop scientific knowledge and conceptual understanding through the specific disciplines of biology.	**Working Scientifically – Observing and Measuring, Recording Data** **LEARNING INTENTION:** To know that the life cycle of a chicken has four stages. **Disciplinary Knowledge:** **FS1/2:** • Explore the natural world around them, making observations and drawings. • **Y1:** • Identify and group things they observe, with support. **Y2:** • Identify and classify things they observe. • Gather and record data to help in answering questions. **Aims:** Develop scientific knowledge and conceptual understanding through the specific disciplines of biology.	**Working Scientifically – Observing and Measuring, Recording Data** **LEARNING INTENTION:** To know that the life cycle of a frog has four stages. **Disciplinary Knowledge:** **FS1/2:** • Explore the natural world around them, making observations and drawings. **Y1:** • Identify and group things they observe, with support. • Gather and record simple data. **Y2:** • Identify and classify things they observe. • Gather and record data to help in answering questions. **Aims:** Develop scientific knowledge and conceptual understanding through the specific disciplines of biology.
Key Vocabulary:	**Key Vocabulary:**	**Key Vocabulary:**

humans, **change**, baby, toddler, child, teenager, adult, elderly	**egg**, hatch**, hatchling, chick, chicken, life cycle.** offspring, reproduce.	animals, **life cycle, stage,** reproduce, **frogspawn, larva**, **tadpole,** gills, mouth, tail, legs, **froglet, frog**
Key Knowledge: **Child:** • Humans are living things. • All humans are born and they grow and change over time to become an adult. • There are six stages of human life after we are born: baby, toddler, child, teenager, adult and elderly. **Teacher:** • Humans belong to a group of animals called mammals. • Mammals have four limbs, such as arms and legs, and hair or fur on their bodies. • Humans have body parts that allow us to walk and run, such as our legs, feet and toes. We also have body parts that allow us to reach, grip and gather, such as our arms, hands and fingers. • Every human is unique. • Humans are omnivores. This means they can eat both meat and plants.	**Key Knowledge:** **Child:** • The life cycle of a chicken has four stages – egg, hatchling, chick and chicken. • A chicken hatches from eggs. The young grow and change until they become adults that can reproduce. **Teacher:** • Animals have offspring that grow into adults. • All animals have a life cycle, which is a series of changes that happens to a living thing during its life. • A life cycle can be drawn as a circular diagram. • When adult animals reproduce and have offspring, the life cycle starts again.	**Key Knowledge:** **Child:** • The life cycle of a frog has four stages – egg, tadpole, froglet and frog. • A frog hatches from spawn. The young grow and change until they become adults that can reproduce. • Each frogspawn hatches into a larva called a tadpole. • The tadpole then transforms completely to become a froglet. • This process is called metamorphosis. • After metamorphosis, the froglet grows into an adult frog that can reproduce. **Teacher:** • All animals have a life cycle, which is a series of changes that happens to a living thing during its life. • When adult animals reproduce and have offspring, the life cycle starts again.

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LESSON 4	LESSON 5	LESSON 6
Recap and Retrieval • There are six stages of human life after we are born: baby, toddler, child, teenager, adult and elderly. • The lifecycle of a chicken has four stages – egg, hatchling, chick and chicken. • The life cycle of a frog has four stages – egg, tadpole, froglet and frog.	**Recap and Retrieval** • There are six stages of human life after we are born: baby, toddler, child, teenager, adult and elderly. • The lifecycle of a chicken has four stages – egg, hatchling, chick and chicken. • The life cycle of a frog has four stages – egg, tadpole, froglet and frog. • The life cycle of a butterfly has four stages – egg, caterpillar, pupa and adult.	**Recap and Retrieval** • There are six stages of human life after we are born: baby, toddler, child, teenager, adult and elderly. • The lifecycle of a chicken has four stages – egg, hatchling, chick and chicken. • The life cycle of a frog has four stages – egg, tadpole, froglet and frog. • The life cycle of a butterfly has four stages – egg, caterpillar, pupa and adult. • The life cycle of a mouse has three stages – embryo, pup and adult.
Working Scientifically – Observing and Measuring, Recording Data **LEARNING INTENTION:** To know that the life cycle of a butterfly has four stages. **Disciplinary Knowledge:** **FS1/2:** • Explore the natural world around them, making observations and drawings. **Y1:** • Identify and group things they observe, with support. • Gather and record simple data. **Y2:** • Identify and classify things they observe. • Gather and record data to help in answering questions. **Aims:**	**Working Scientifically – Observing and Measuring, Recording Data** **LEARNING INTENTION:** To know that the life cycle of a mouse has three stages. **Disciplinary Knowledge:** **FS1/2:** • Explore the natural world around them, making observations and drawings. **Y1:** • Identify and group things they observe, with support. • Gather and record simple data. **Y2:** • Identify and classify things they observe. • Gather and record data to help in answering questions. **Aims:**	**Working Scientifically - Asking enquiry questions, Observing and Measuring** **Interpreting Results** **LEARNING INTENTION:** To know that many animals behave differently in different seasons in the UK. **Disciplinary Knowledge:** **FS1/2:** • Ask simple questions, with support. • Explore the natural world around them, making observations and drawings. • Understand some important processes and changes in the natural world around them. **Y1:** • Ask simple questions. • Observe using simple equipment. • Use their observations and ideas to suggest answers to questions, with support.

Develop scientific knowledge and conceptual understanding through the specific disciplines of biology.	Develop scientific knowledge and conceptual understanding through the specific disciplines of biology.	**Y2:** • Ask simple questions and recognise that they can be answered in different ways. • Observe closely using simple equipment. • Use their observations and ideas to suggest answers to questions. **Aims:** Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.
Key Vocabulary: life cycle, stages, **egg, caterpillar, pupa, butterfly, adult,** metamorphosis, change	**Key Vocabulary:** life cycle, stages, **embryo, pup, adult**, mammal, birth, live young	**Key Vocabulary:** **seasons,** spring, summer, autumn, winter**, migration, behaviours, change, hibernation**
Key Knowledge: **Child:** The life cycle of a butterfly has four stages – egg, caterpillar, pupa and adult. **Teacher:** • Many insects also go through the process of metamorphosis. • The caterpillar hatches from the egg and after growing, becomes a pupa. • The pupa transforms during metamorphosis and emerges as an adult cabbage white butterfly that can reproduce.	**Key Knowledge:** **Child:** • The life cycle of a mouse has three stages – embryo, pup and adult. **Teacher:** • The life cycle of a mammal is different to a bird and a reptile because they do not lay eggs. • Instead, the offspring grows inside the adult and the adult gives birth to their young.	**Key Knowledge:** **Child:** • Many animals behave differently in different seasons in the UK. • These different behaviours, such as migration and hibernation, are linked to their life cycles, with spring often being the time for new offspring. **Teacher:** • In spring, the barn swallow migrates from South Africa to the United Kingdom in the spring to find food and reproduce. It builds a nest and lays eggs. Chicks hatch from the eggs. They are fed by their parents and grow in the shelter of their nest protected from other animals and the weather. Spring is a good time to reproduce because there is a lot of food to eat.

		• In summer, the weather is warmer and the chicks have grown, so they spend more time out of their nest flying and looking for food. All barn swallows catch and eat insects as they fly. • In autumn, as the weather turns colder, many insects die or hibernate. This means that there is less food for barn swallows to eat. So, they begin a long migration to South Africa, where they will spend winter. • The barn swallow spends the winter in South Africa because it is warmer and there is plenty of food. The swallow eats lots of insects to replace the energy used on the long migration from the United Kingdom.

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LESSON 7	LESSON 8	LESSON 9
Recap and Retrieval • There are six stages of human life after we are born: baby, toddler, child, teenager, adult and elderly. • The lifecycle of a chicken has four stages – egg, hatchling, chick and chicken. • The life cycle of a frog has four stages – egg, tadpole, froglet and frog. • The life cycle of a butterfly has four stages – egg, caterpillar, pupa and adult. • The life cycle of a mouse has three stages – embryo, pup and adult. • Many animals behave differently in different seasons in the UK.	**Recap and Retrieval** • There are six stages of human life after we are born: baby, toddler, child, teenager, adult and elderly. • The lifecycle of a chicken has four stages – egg, hatchling, chick and chicken. • The life cycle of a frog has four stages – egg, tadpole, froglet and frog. • The life cycle of a butterfly has four stages – egg, caterpillar, pupa and adult. • The life cycle of a mouse has three stages – embryo, pup and adult. • Many animals behave differently in different seasons in the UK. • The most important human needs are: food, water, air, shelter, sleep and space.	**Recap and Retrieval** • There are six stages of human life after we are born: baby, toddler, child, teenager, adult and elderly. • The lifecycle of a chicken has four stages – egg, hatchling, chick and chicken. • The life cycle of a frog has four stages – egg, tadpole, froglet and frog. • The life cycle of a butterfly has four stages – egg, caterpillar, pupa and adult. • The life cycle of a mouse has three stages – embryo, pup and adult. • Many animals behave differently in different seasons in the UK. • The most important human needs are: food, water, air, shelter, sleep and space. • Regular exercise keeps our bodies strong and healthy.
Working Scientifically - Asking enquiry questions, Interpreting Results **LEARNING INTENTION:** To know that humans need different things to keep them alive. **Disciplinary Knowledge:** **FS1/2:** • Ask simple questions, with support. • Understand some important processes and changes in the natural world around them. **Y1:** • Ask simple questions. • Use their observations and ideas to suggest answers to questions, with support.	**Working Scientifically - Asking enquiry questions, Interpreting Results** **LEARNING INTENTION:** To know that exercise is important to keep healthy. **Disciplinary Knowledge:** **FS1/2:** • Ask simple questions, with support. • Understand some important processes and changes in the natural world around them. **Y1:** • Ask simple questions. • Use their observations and ideas to suggest answers to questions, with support. **Y2:**	**Working Scientifically - Asking enquiry questions, Interpreting Results** **LEARNING INTENTION:** To know that a balanced diet is important to stay healthy. **Disciplinary Knowledge:** **FS1/2:** • Ask simple questions, with support. • Understand some important processes and changes in the natural world around them. **Y1:** • Ask simple questions. • Use their observations and ideas to suggest answers to questions, with support.

Y2: • Ask simple questions and recognise that they can be answered in different ways. • Use their observations and ideas to suggest answers to questions. **Aims:** Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.	• Ask simple questions and recognise that they can be answered in different ways. • Use their observations and ideas to suggest answers to questions. **Aims:** Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.	**Y2:** • Ask simple questions and recognise that they can be answered in different ways. • Use their observations and ideas to suggest answers to questions. **Aims:** Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.
Key Vocabulary: human, **survive,** needs, **food, water, air, shelter, sleep**, space	**Key Vocabulary:** **exercise**, benefit, body, **strong, healthy**	**Key Vocabulary:** **balanced diet, nutrition**, benefit, **food groups**, fruit and vegetables, carbohydrates, proteins, dairy and alternatives, oils and spreads.
Key Knowledge: **Child:** • Humans need different things to keep them alive and healthy. • Without one or more of these things, we cannot survive. • The most important human needs are: food, water, air, shelter, sleep and space. **Teacher:** • Humans need food to get the nutrients their body needs to grow and survive. Humans need to make sure their food is healthy and they eat foods such as fruit, vegetables, grains, beans, fish and yoghurt to get these nutrients. • Humans need clean water to drink and to keep themselves clean. Water carries the	**Key Knowledge:** **Child:** • Regular exercise keeps our bodies strong and healthy. • There are four main types of exercise: aerobic, strengthening, stretching and balancing. **Teacher:** • To stay healthy, humans need a balanced diet, plenty of water, exercise and enough sleep. • It also improves our mood. • We should exercise for one hour every day. • Aerobic exercises like running make the heart beat faster to keep it healthy for pumping blood around the body. • Strengthening exercises like push-ups make our bones and muscles stronger and helps our balance.	**Key Knowledge:** **Child:** • To eat healthily, we must eat the right amounts of food from all five main food groups. • This is called a balanced diet. • The five main food groups are fruit and vegetables, carbohydrates, proteins, dairy and alternatives, oils and spreads. **Teacher:** • The five main food groups are fruit and vegetables, carbohydrates, proteins, dairy and alternatives, oils and spreads. • The Eatwell guide shows which food is in each group and how much of each type of food we should eat each day. • Sugary and fatty foods are not needed for a balanced diet.

nutrients from food around their bodies and helps them to concentrate. • Humans need clean air to breathe. Polluted air can cause diseases in humans. Plants help to keep the air clean and make the oxygen in the air that humans need to breathe. • Humans need shelter to keep safe and warm. • Humans need enough space to grow food, live and reproduce. If there are too many people, overcrowding can mean they don't get the resources they need. • Humans need sleep to function properly and survive. Sleep helps humans to be more alert and supports their bodies to fight diseases. Adult humans need about nine hours sleep a night. Children need more. • Humans also need love to grow and survive. Loving connections make humans feel happy and confident. When humans are happy, they can take care of themselves and look after others.	• Stretching exercises like the cobra stretch make our bodies more flexible, to help prevent sprains and injuries. • Balancing exercises like gymnastics improve our balance and coordination. This makes us less likely to fall and improves our sporting performance.	

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LESSON 10	LESSON 11	
Recap and Retrieval • There are six stages of human life after we are born: baby, toddler, child, teenager, adult and elderly. • The lifecycle of a chicken has four stages – egg, hatchling, chick and chicken. • The life cycle of a frog has four stages – egg, tadpole, froglet and frog. • The life cycle of a butterfly has four stages – egg, caterpillar, pupa and adult. • The life cycle of a mouse has three stages – embryo, pup and adult. • Many animals behave differently in different seasons in the UK. • The most important human needs are: food, water, air, shelter, sleep and space. • Regular exercise keeps our bodies strong and healthy. • To eat healthily, we must eat the right amounts of food from all five main food groups.	**Recap and Retrieval** • There are six stages of human life after we are born: baby, toddler, child, teenager, adult and elderly. • The lifecycle of a chicken has four stages – egg, hatchling, chick and chicken. • The life cycle of a frog has four stages – egg, tadpole, froglet and frog. • The life cycle of a butterfly has four stages – egg, caterpillar, pupa and adult. • The life cycle of a mouse has three stages – embryo, pup and adult. • Many animals behave differently in different seasons in the UK. • The most important human needs are: food, water, air, shelter, sleep and space. • Regular exercise keeps our bodies strong and healthy. • To eat healthily, we must eat the right amounts of food from all five main food groups. • Bodily hygiene is the way we keep our bodies clean and get rid of germs.	
Working Scientifically - Asking enquiry questions, Interpreting Results **LEARNING INTENTION:** To know that hygiene is important. **Disciplinary Knowledge:** **FS1/2:** • Ask simple questions, with support. • Understand some important processes and changes in the natural world around them. **Y1:** • Ask simple questions.	**Working Scientifically - Asking enquiry questions, Observing and Measuring** **Recording Data** **LEARNING INTENTION:** To know that germs can spread. **Disciplinary Knowledge:** **FS1/2:** • Explore the natural world around them, making observations and drawings. **Y1:** • Perform simple tests, with support. • Observe using simple equipment.	

• Use their observations and ideas to suggest answers to questions, with support. **Y2:** • Ask simple questions and recognise that they can be answered in different ways. • Use their observations and ideas to suggest answers to questions. **Aims:** Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.	• Gather and record simple data. **Y2:** • Perform simple tests. • Observe closely using simple equipment. • Gather and record data to help in answering questions. **Aims:** Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.	
Key Vocabulary: **hygiene**, benefit, germs, **wash, healthy**	**Key Vocabulary:** hygiene**, germs, spread, wash,** healthy**, illness**	
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Key Knowledge: **Child:** • Bodily hygiene is the way we keep our bodies clean and get rid of germs. • There are germs on most surfaces we touch, so keeping ourselves clean helps us stay healthy. **Teacher:** • Wash your hands with soap and running water frequently. • Brush your teeth twice a day. • Wipe your bottom and wash your hands after using the toilet. • Have a bath or shower at least twice a week and also after playing sport or getting dirty. • Wash your hair with shampoo at least once or twice a week.	**Key Knowledge:** **Child:** • Germs are tiny living things, such as bacteria, that can cause illness in humans. • Germs can spread onto our hands and surfaces we touch. • Washing with soap and water removes germs. **Teacher:** • Cough and sneeze into a tissue before throwing it in the bin and then washing your hands. • Sneezing, coughing, using the toilet, handling pets and dirt from playing outside can all spread germs.	

• Trim your fingernails and toenails every week and clean them every day. • Wear clean clothes. Change your underwear and socks every day.		
Assessment: Cumulative quiz. Retrieval practice.		