

**Pioneer Federation**  
**Medium term plan**  
**Cycle 1, Term 5**  
**KS1 Science**



|   |    |     |    |
|---|----|-----|----|
| <b>Subject:</b> Science   |    |     |    |
| <b>Key Concept/ Theme:</b><br><p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense.</p> <b>Impact:</b><br><p>To order the stages of growth in humans.</p> <p>To know that humans have offspring.</p> <p>To understand the life cycle of a human.</p> <p>To understand that animals have offspring and to name the offspring and match to the parent.</p> <p>To draw and name the basic parts of a human body.</p> <p>To name the 5 senses and say which part of the body they are associated with.</p> |    |     |    |
| <b>Prior Learning links:</b><br><p>CYCLE 1:</p>   |    |     |    |
| <b>Vocabulary:</b><br><p>animal, human body</p> <p>senses - hear (hearing), smell, taste, see (seeing, sight) and touch (feel)</p> <p>simple body parts such as - head, eyes, mouth, ears, shoulders, nose, chest, arm, hand, fingers, knee, leg, foot, toe</p>   |    |     |    |
| <b>School specific areas to cover (Add in any local areas of study, trips and people)</b>   |    |     |    |
| CP  | EH | SMV | PM |

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| Consider links with Forest School  | Look at frogs and newts with in the school pond during Forest School | Consider links with Forest School | Consider links with Forest School |
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| <p>1. <b>Prior learning reconnection (year group, cycle &amp; term):</b><br/> <b>LO:</b> We are learning to identify the fives senses and the body parts they are associated with.</p> <p><b>Activity ideas to achieve the LO:</b></p> <ul style="list-style-type: none"> <li>• reconnect – Introduce Doctor Naresh. Read what he says about his job. Children are to discuss Doctor Naresh’s question with their learning partners, in groups or as a class. Take feedback from the class.</li> <li>• Heads, shoulders, knees, and toes – Children sing ‘heads, shoulders, knees, and toes’ to identify the parts of their body by pointing to them as they sing.</li> <li>• Let’s discuss – Read through the information on the slide. Children are to discuss the question on the slide with their learning partners, in groups or as a class. Take feedback from the class.</li> <li>• Senses – Read through the information on the slide. We see, hear, taste, touch, and smell. These scientific vocabulary words may be challenging for the children to read and spell, and support may be required.</li> <li>• What can you see? – Children are to look around the classroom and discuss what they can see with their learning partners, in groups, or as a class. A sentence starter is on the slide to help them.</li> <li>• What can you hear? – Children are to listen and discuss what they can hear with their learning partners, in groups, or as a class. A sentence starter is on the slide to help them.</li> <li>• What can you touch? – Children are to touch their table and the object on it and discuss what they can feel with their learning partners, in groups or as a class. There is a sentence starter on the slide to help them.</li> <li>• What can you smell? – Children are to use their nose to smell and discuss what they can smell with their learning partners, in groups, or as a class. A sentence starter is on the slide to help them.</li> <li>• What have you tasted today? – Children are to think about what they have eaten today and discuss what those foods tasted like with their learning partners, in groups or as a class. There is a sentence starter on the slide to help them.</li> <li>• Sense cards activity – Children pick up a senses card from the table. They describe the sense on the card to their learning partners without using its name. Their learning partners need to guess which sense they are describing. Children could also turn over a card and state which body part they use for that sense.</li> </ul> <p>Carousel of activities:<br/> Hearing:<br/> The resources required for this activity include a whistle.<br/> Clarify which part of the body we use for hearing/listening. Ask the children if they heard the whistle blow at the end of a break today. Why? Why not? Did everyone hear it at the same time? Why might we not all hear it as loud as someone else?</p> |  |                                   |                                   |

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Head out to the playground. Experiment with sound. Space the children out in different ways, near/far, some close/others far away, facing/turning away. Ask children to put fingers in their ears/take them out. Come together at the end, allowing many opportunities for talking and sharing ideas. Ask questions such as:

- What happened when we tried each different idea?
- Which way worked the best so that you could hear the whistle?
- Is that the same for everyone?

#### Smell

The resources required for this activity include a tray, whiteboards, and pens, as well as small pots filled with 'smelly items' such as herbs, soap, onion, etc. Check for any allergies when choosing items for this activity. Small, plastic, lidded pots work best for this activity. Place the filled pots on a tray and number them. Ask the children to smell each pot and rank them from the 'smelliest' to the 'least smelly' or, 'best' to 'worst' smells. As an extra challenge, the children could guess what they think each pot contains and describe the smell. Create/add to your vocabulary wall.

#### Touch

The resources required for this activity include boxes or bags, materials in a range of textures, items that make a noise, and items that are squishy or spiky. Place the items inside the feely bags or boxes. Sit the children in a large circle and pass the bags/boxes around the circle. Let the children have a chance to feel each of the items inside, with their eyes closed, and to think about what they might be. Ask the children what senses and body parts we use to explore these items. What senses are we not using? Allow some time for partner talk, then take feedback from the class about what they think is in the bags/boxes and wh

#### Taste

The resources required for this activity include a range of fruits/vegetables and baskets/trays.

Check for any allergies when choosing items for this activity. Place the selection of fruits and vegetables on the tables before the children enter the classroom.

Encourage the children to use their senses (not taste yet!) to explore the foods. Ask questions such as:

- Do you like any of these foods?
- Does anyone like green fruits?
- Can anyone think of something else that is crunchy?
- What does the skin feel like?
- What does it sound like when you tap it?
- Does the smell remind you of anything else?
- How could you sort your fruits and vegetables?

Give the children some time to talk with their group about the items on the table, naming and describing them and discussing ways to sort them. Children could use baskets, trays, or sorting hoops to do this.

Now, allow the children to choose some items they want to taste. Cut up a variety of fruits and vegetables for a tasting session. Discuss the differences in taste, collecting a word bank of key vocabulary words to add to your display. Ask

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|    | <p>questions such as:</p> <ul style="list-style-type: none"> <li>• Is this sweet?</li> <li>• Which one is the sweetest?</li> <li>• Do you think this one will be sour?</li> <li>• Which do you prefer and why?</li> <li>• What part of our body do we use to taste things?</li> <li>• Why must we be careful when tasting different things</li> </ul> <p>Sight</p> <p>No resources required for this activity.</p> <p>Play a simple game called 'I Spy'. Encourage the use of describing words. Children could play this in pairs or small groups. The person who guesses correctly first has their turn next.</p> <p>End point:</p> <p>To draw and name the basic parts of a human body.</p> <p>To name the 5 senses and say which part of the body they are associated with.</p>   |
| 2. | <p>Prior learning reconnection (year group, cycle &amp; term):</p> <p>LO: To order the stages of growth in humans.</p> <p><i>Activity ideas to achieve the LO:</i></p> <p>Discuss how baby animals change as they grow into adults.</p> <p>Look at the pictures of the human life cycle. A life cycle shows the different stages that an animal grows through during their life.</p> <p>Are the human life cycle pictures in the correct order? Hand out the life cycle sorting cards for children to put into the correct order.</p> <p>Discuss the answers when all children have completed.</p> <p>Think about the different parts of the human life cycle. What is different between the different parts? What can you do now that you couldn't when you were a baby? What can adults do that children can't do?</p> <p>Discuss each stage and ask children what you are able to do at each stage.</p> <p>Get the children to order the stages from pictures of the stages of the human life cycle</p> <p>End point: Children to understand the life cycle of a human.</p> |
| 3. | <p>LO: To know that animals have offspring and to name the offspring of that animal.</p> <p><i>Activity ideas to achieve the LO:</i></p> <ul style="list-style-type: none"> <li>• Introduction to the word reproduce. Children do not have to know this word at Y2 but it is good to have them using the correct scientific vocabulary when talking about parents and offspring. Parents reproduce to produce offspring. Children just need to know that reproduce means to create another one of the same species.</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• Sometimes we don't call baby animals the same as adult animals. Class discussion – can you name the adult animal and the baby animal shown in these pictures? Give children time to discuss and share ideas then share the answers for this.</li> <li>• A picture of a baby animal is shown with a speech bubble saying, 'can you help me find my mum?'. Children will then need to identify the 'baby's' mum from the given adult animals.</li> <li>• Discuss the difference in how the different animal groups make offspring. When mammals have offspring, they grow inside their mother's tummy in a special organ called a womb. The mother provides nutrients and protects the baby. Birds and reptiles lay eggs on land. Fish and most amphibians also lay eggs but they lay their eggs in water.</li> <li>• Independent activity- Cut out the pictures of the different animals and their offspring. Stick the adult animals and their offspring in their book and write their name below them</li> <li>• Plenary – talk to your partner about today's lesson. Tell them one thing you have learnt that you didn't know before. Tell them if you think you have achieved today's lesson objective.</li> </ul> <p>End point: To notice that animals, including humans have offspring which grow into adults.</p>  |
| 4-<br>optiona<br>l lesson<br><br>Scientif<br>ic skills   | <p>LO: To gather and record data</p> <p><i>Activity ideas to achieve the LO:</i></p> <p>Recap the human life cycle. Look at the pictures of the human life cycle.</p> <p>Discuss each stage and ask children what you are able to do at each stage.</p> <p>Think about the different parts of the human life cycle. What is different between the different parts? What can you do now that you couldn't when you were a baby? What can adults do that children can't do? •</p> <p>One thing that happens as we go through the human life cycle is we grow! Do we all grow the same amount? Discuss with your partner before we discuss as a class.</p> <p>Explain to the children that we will be conducting an investigation today. We are going to try to find the answer to a question. Do our feet get bigger as we get older?</p> <p>Discuss with the class how we could find an answer to this question.</p> <p>What do you think we need to do to investigate this question? What two pieces of information do we need to gather? (age and shoe size)</p> <p>Investigate the size of a persons foot and their age. Go around the school and ask children/teachers their age and their shoe size.</p> <p>Record results in a table as a class then put into a graph to show how shoe size increase with age, then as an adult stops.</p> <p>Plenary – discuss the following questions based on the investigation - Did the oldest person have the biggest foot? Did the youngest person have the smallest foot? What was the largest foot we measured? What was the smallest foot we measured?</p> |
| Assess<br>ment<br>lesson   |   |
| <p><b>Things to note:</b></p> <p>For a 6 week term 4 lessons and an assessment</p> <p>For a 7/8 week terms 5 lessons and an assessment</p> |   |

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**Adaptions:**

- Use of floor book to show the class learning during the term
- Consider taking photos of pupils completing work on big pieces of paper.