

Science and the Wider Curriculum - Planning and Ideas



Week Commencing: 14.06.21

Year Groups: 1 / 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Area of Learning	Subject: Science LC: Can you group animals according to their habitats?	Subject: Science LC: Can you group seaside animals?	Subject: Science Can you identify properties of materials and say how they might be harmful to animals?	Subject: Food Technology LC: Can you make a fresh fruit salad?	Subject: PE
You will need	Worksheets from website	Worksheets from website	Paper to design a poster	On SeeSaw – Fresh Fruit Salad Slides Other Resources needed – selection of fresh fruits	PE Links https://www.youtube.com/watch?v=L_A_HjHZxfI https://www.youtube.com/watch?v=oc4QS2USKmk https://www.youtube.com/watch?v=ymigWt5TOV8

<p>Lesson input</p>	<p>Watch the video on Switched On Science to introduce idea of Seaside animals.</p> <p>Main- Use slide 8 of the PowerPoint to introduce a marine biologist and briefly discuss what they do (studies plants and animals in the ocean). Display slide 9 and discuss the name of each of the animals on the slide and where it might be found at the seaside (cliffs, in the sea, on rocks, on the beach) Use a beach scene in the tuff tray for children to choose animals on the resource cards, name and place correctly.</p>	<p>Use PowerPoint slide 8 and 9 to recap yesterday's learning.</p> <p>Use slides 10 – 12 to discuss what type of animal each one is and how we know. Recap the features of each eg: does it have: Beak and wings? Hair and nostrils for breathing? Scales and fins?</p> <p>Model sorting sea animals into birds / mammals / fish / invertebrates. Use model sea creatures or pictures from resource sheet as yesterday. Recall on the names of the animals.</p> <p>Use notebook to model writing a sentence to explain why each animals belongs to that group. Eg: a crab is an invertebrate because it doesn't have a backbone. A seal is a mammal because it has lungs and fur (at some point in its life.)</p>	<p>Use slide 20 – 22 of PowerPoint to discuss pollution on the beach.</p> <p>Discuss how it can harm the sea creatures and what we can do to prevent this.</p> <p>Briefly discuss recycling rubbish and then work as a group to sort some recyclable objects into their correct groups eg: plastic, paper / card / glass / metal.</p>	<p>Recall – how we made sandwiches last lesson. Can chn remember the term savoury?</p> <p>Explain – today we are going to think about fruit and make a fruit salad (it says fruit sculptures on slides but we are making salads). Work through the slides encouraging chn to name and describe as many fruits as they can.</p> <p>Discuss the questions on the slide with the chn: <i>What is your favourite fruit? Is fruit a healthy choice? Why should we eat fruit?</i> Share the information about sugar in fruit & work through the slides highlighting the benefits of fruit.</p>	
<p>Activity</p>	<p>Task: Y1: Children to work as a group to name animals and place in the correct area of the seaside scene.</p> <p>Y2: Children to sort pictures of animals into their correct habitats.</p>	<p>Task: Y1: Children to work as a group to sort the animals and discuss features – Seesaw evidence.</p>	<p>Task: All children to design a poster to tell people about the dangers of pollution on beaches and how they should get rid of their rubbish.</p>	<p>Task 1 - Make your own fresh fruit salad. Take some photos of you making your fruit salad and post them on SeeSaw.</p> <p>Task 2 – Draw a picture of your fruit salad and write descriptive sentences to describe each fruit.</p>	

	<p>Extension activities:</p> <ul style="list-style-type: none">- Make Seaside creatures for display – in classroom and in Outdoor classroom.- Children to make own factfile cards with information about sea creatures.- Investigation – classroom rockpool with sea creatures.-	<p>Y2: Children to sort the animals and say name a feature of each of them.</p>			
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