

National Curriculum		Pupils should be taught to:				
National Curriculum		<ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 				
	National Curriculum	Key Learning	Activities	Working Scientifically	Key Vocabulary	Exit questions
1	Notice that animals, including humans, have offspring which grow into adults	Children will be able to match, sort and group young animals and their adults.	- To sort animals depending on whether the offspring looks like its adult or not	Identifying, Grouping and Classifying Identify and pair adult animals and their offspring. Identify whether the offspring does or does not look like its adult. Sort into animal groups.	Adult, develop, young, offspring, live young	Do all animal offspring look like their adult when they are born?
2	Notice that animals, including humans, have offspring which grow into adults	Children will be able to find out how animals change as they grow into adults.	- Children to research and create a life cycle of a human, duck or butterfly	Observing over Time Look at life cycles of different animals and how animals change as they develop. Identifying, Grouping and Classifying Identify different stages of a variety of life cycles. Researching Use an eBook to research and complete animal and human life cycles.	Adult, young, offspring, develop, life cycle, live young	Why is it called a life cycle? How does an adult change as it develops?
3	Notice that animals, including humans, have offspring which grow into adults	Children will be able to compare the stages of the human life cycle.	- Children discuss the things you can do as you grow - Sort activities into the correct stage of the human life cycle	Identifying, Grouping and Classifying Identify different stages of a variety of life cycles. Identify at which stages in a life cycle humans can do different activities. Sort the activities into groups. Observing over Time Order a human life cycle and note the activities humans can do at each stage. Research Use an eBook to research and complete animal and human life cycles.	Grow, develop, life cycle, life stages, human, baby, toddler, child, adult, independent.	Name 2 things you can do now that you couldn't do when you were a baby
4	Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	Children will be able to research and describe what animals, including humans, need to survive.	- Children to research then create their own fact file about the needs of a given animal	Identifying, Grouping and Classifying Sort animals into groups based on whether they are carnivores, omnivores or herbivores. Research Use an eBook to research how to look after a pet in order to write a fact file.	Air, oxygen, breathe, water, food, diet, omnivore, herbivore, carnivore, care, survival, survive, budgerigar, chameleon, human, stick insect, reptile, bird, mammal.	Do all animals need the same things to survive?

5	<i>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</i>	Children will be able to test the effects of exercise on the human body.	<ul style="list-style-type: none"> - Children to make predictions then test what happens to their body after exercise 	<p>Observing over Time Observe the effect exercise has on our bodies.</p> <p>Identifying, Grouping and Classifying Group activities based on whether or not they will raise heart rate.</p> <p>Research Use an eBook to find answers to questions about exercise.</p>	<i>Exercise, healthy, activity, active, heart rate, pulse, muscle, blood, measure, run, jump, skip, hop, minute, seconds, what do you think will happen? (prediction), observations.</i>	
6	<i>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</i>	Children will be able to investigate the importance of healthy eating and hygiene.	<ul style="list-style-type: none"> - Label and sort some food items into the Eatwell Guide - Design their own healthy meal plan 	<p>Identifying, Grouping and Classifying Sort food into the correct food group. Identify which food groups food items belong in, in order to make a balanced meal.</p> <p>Research Use an eBook to find out about healthy eating and how to be hygienic</p>	<i>Healthy, health, diet, nutrition, balanced, food, fruit, vegetable, dairy, carbohydrates, protein, alternatives, breakfast, lunch, dinner, snacks, sugar, fat, hygiene, hygienic, germs, illness, disease, spread, wash, clean, sneeze, cough, soap, water,</i>	<i>Vegetables are healthy so we should just eat those? True or False? Why?</i>
	Assessment		-			

National Curriculum		<i>Pupils should be taught to:</i>				
		<ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 				
	National Curriculum	Key Learning	Activities	Working Scientifically	Key Vocabulary	Exit questions
1	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	Children will be able to identify uses of different everyday materials.	- Identify the uses of the everyday materials	Identifying Identify different everyday materials	<i>Identify, materials, wood, plastic, glass, metal, rock, brick, paper, cardboard, uses, used, properties, hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, not bendy, absorbent, not absorbent, waterproof, not waterproof, transparent, opaque.</i>	Name 2 uses for glass
2	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	Children will be able to identify and group the uses of everyday materials.	- Go on a local area walk- which everyday materials can they spot? - Group similar uses of materials together	Grouping and Classifying Group similar uses of materials Classify the uses of everyday materials	<i>Observations, record, classify, group, similar, safe, unusual.</i>	Spot the odd one out
3	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	Children will be able to explain which properties make some materials suitable for different purposes.	- Match the object with the most suitable material it could be made from (& explain why)	Identifying Identifying the materials different objects are made from	<i>Compare, suitability, suitable, unsuitable, purpose.</i>	Why wouldn't you use paper to build a house?
4	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Children will be able to explain how the shapes of objects made from some materials can be changed.	- Explore and record which objects can be bent, squashed, twisted and stretched, and which cannot.	Grouping and Classifying Group materials based on the way in which they can change shape	<i>Change, squashing, bending, twisting, stretching, squash, bend, twist, stretch.</i>	Name a material that can't be bent squashed, twisted and stretched

5	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Children will be able to explain the process of recycling.	<ul style="list-style-type: none"> - Sort objects in terms of how they could be recycled - Sequence the process of recycling- explaining how the materials change shape 	Grouping and Classifying Group objects in terms of their recyclability	<i>Recycle, recycling, reuse, biodegradable, environment, landfill site, recycling depot, shredded, melted, pellets, raw materials, greenhouse gases.</i>	<i>Name a recyclable material and how the shape can be changed</i>
6	To find out about people who have developed useful new materials by learning about John McAdam.	Children will be able to explain how McAdam's invention has impacted on life today.	<ul style="list-style-type: none"> - Complete a fact file on John McAdam 	Researching Research John McAdam	<i>Invent, macadamisation, macadam road, patent, Parliament, compensated, royalties, knighthood, tar, tarmacadam, tarmac.</i>	<i>Does John McAdam deserve to be remembered? Why?</i>
	Assessment					

National Curriculum		<i>Pupils should be taught to:</i>				
		<ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy 				
	National Curriculum	Key Learning	Activities	Working Scientifically	Key Vocabulary	Exit questions
1	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	Children will be able to design and set up a test to find out what plants need to stay healthy	<ul style="list-style-type: none"> - Set up test to grow plants in different conditions. - Begin a plant diary 		<i>Seed, germination, sunlight, water, temperature</i>	<i>Which condition do you think will produce the healthiest plant?</i>
2	Observe and describe how seeds and bulbs grow into mature plants	Children will be able to explain how a plant germinates	<ul style="list-style-type: none"> - Dissect a seed - Identify the parts inside a seed and their functions 	Identifying Identify parts of a seed	<i>Seed, food, germination roots, shoots, leaves</i>	Explain how the embryo plays a role in germination
3	Observe and describe how seeds and bulbs grow into mature plants	Children will be able to describe the life cycle of a plant	<ul style="list-style-type: none"> - Order the life cycle of a bean plant and explain what is happening at each stage 	Identifying Identify features of a plant's life cycle. Researching Read an eBook to find out about plant life cycles.	<i>Life cycle, seed, germination, conditions, shoot, roots, leaves, flowers, fruit, seed dispersal</i>	<i>Identify the stages of the life cycle from pictures of plants and explain why</i>
4	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	Children will be able to explain what plants need to grow and stay healthy	<ul style="list-style-type: none"> - Note down observations on their plants - Create list/poster of the things a plant needs to grow well and healthily 	Researching Use an eBook to find out what plants need to grow well and compare with their own results.	<i>Water, sunlight, temperature</i>	<i>Spot the odd one out. What do plants not need to grow well? Lamp, water, sun, food</i>
5	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	Children will be able to describe what happens if plants don't get all the things they need	<ul style="list-style-type: none"> - Identify whether plants are healthy or unhealthy - Make suggestions about what the unhealthy plants may need 	Grouping and Classifying Sort healthy and not healthy plants in groups.	<i>Water, sunlight temperature</i>	<i>Can unhealthy plants ever become healthy again? How?</i>
6	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	Children will be able to explain how plants are suited to their habitats	<ul style="list-style-type: none"> - Identify where a plant may live based on its adaptations - Explain how its adaptations help the plant to thrive 	Grouping and Classifying Sort plants into groups according to where they grow. Researching Read an eBook to find out about different plants and where they grow.	<i>Water, temperature, sunlight</i>	<i>Why would a sunflower not grow well in a desert?</i>

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Across the whole unit:

Observing over Time

Observe plant growth over time.

Comparative testing

Carry out a comparative test to find out which conditions a plant needs to grow and stay healthy.

<p>National Curriculum</p>	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including microhabitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 					
	National Curriculum	Key Learning	Activities	Working Scientifically	Key Vocabulary	Exit questions
1	<p>Explore and compare the differences between things that are living, dead, and things</p>	<p>Children will be able to compare the differences between things that are living, dead and have never been alive.</p>	<ul style="list-style-type: none"> - Sort objects into living or not - Sort objects into dead or never alive - Give reasons for their sorting 	<p>Grouping and classifying Sorting objects into group</p>	<p><i>Life process, living, non-living, dead, never alive, movement, respiration, sensitivity, growth, reproduction, excretion, nutrition.</i></p>	<p><i>Name one thing that is alive, one that is dead and one that has never been alive</i></p>
2	<p>Identify and name a variety of plants and animals in their habitats</p>	<p>Children will be able to map a habitat and identify what is in it.</p>	<ul style="list-style-type: none"> - Children identify the objects in a heathland habitat that are living, dead or have never been alive - Survey local habitat, make a list of all the things that are living, dead or have never been alive - Draw a map of the local habitat 	<p>Grouping and classifying Classifying objects as those that are living, dead and those that have never been alive</p>	<p><i>Habitat, conditions, survive, urban, woodland, pond, coast, coastal.</i></p>	<p><i>Name 3 things you found in the habitat. Were they alive, dead or have never been alive?</i></p>
3	<p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p>	<p>Children will be able to identify animals in their habitats.</p>	<ul style="list-style-type: none"> - Identify and describe a microhabitat - Survey the microhabitat - Present their findings on a pictogram - Make conclusions about their enquiry 	<p>Identifying Identifying minibeasts in microhabitats</p>	<p><i>Minibeast, microhabitat, enquiry, survey, pictogram.</i></p>	<p><i>Would you find a lemur in the microhabitat? Why?</i></p>

4	Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants	Children will be able to describe a habitat and identify the animals that live in it.	<ul style="list-style-type: none"> - Research their given habitat and record findings - Generate questions to ask each other about their habitats - Suggest how an animal survives in its environment 	Identifying Identify features of different animals/the needs of different plants and animals Researching Using research to find answers to questions	<i>Habitat, research, conditions, ocean, tropical rainforest, arctic, desert, adaptation.</i>	<i>Choose one thing from your habitat. Why did you choose to include it?</i>
5	Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other	Children will be able to identify how an animal is suited to its habitat. Children will be able to explain how living things in a habitat depend on each other.	<ul style="list-style-type: none"> - Label a habitat with living things and a brief description of their dependencies to show how the living things in their habitat depend on each other to stay alive - Begin to think about humans- what do we depend on? What depends on us? 	Identifying Identify the needs of different plants and animals	<i>Survive, adapt, adaptation, depend, dependency.</i>	<i>Why couldn't a guinea pig survive in Antarctica?</i>
6	Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	Children will be able to use a food chain to show how animals get their food	<ul style="list-style-type: none"> - Arrange cards into food chains - Draw three and four step food chains - Begin to label 'producer' and 'consumer' 	Identifying Identify some sources of food	<i>Food chain, consumer, producer, predator, prey, herbivore, carnivore, omnivore.</i>	<i>Name 1 predator and 1 producer</i>
	Assessment		-			

<p>National Curriculum</p>	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • <i>Identify and name a variety of plants and animals in their habitats, including microhabitats.</i> • <i>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</i> • <i>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</i> • <i>Find out about and describe the basic needs of animals including humans, for survival (water, food and air).</i> • <i>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</i> 					
	National Curriculum	Key Learning	Activities	Working Scientifically	Key Vocabulary	Exit questions
1	<p><i>Identify and name a variety of plants and animals in their habitats, including microhabitats.</i></p>	<p>Children will be able to identify and name a variety of minibeasts and their habitats</p>	<ul style="list-style-type: none"> - Create a Nature Promise - Minibeast hunt 	<p>Pattern Seeking Discuss the least and most commonly found minibeasts in your local environment and discuss the potential reasons for this.</p> <p>Identifying, grouping and classifying Identify and name microhabitats Identify and name minibeasts</p> <p>Researching Use an identification key to identify minibeasts</p>	<p><i>Ecosystem, biodiversity, minibeast, habitat, microhabitat</i></p>	<p><i>Name 3 minibeasts and where you might find them</i></p>
2	<p><i>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</i> <i>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</i></p>	<p>Children will be able to explain the importance of bees and pollination</p>	<ul style="list-style-type: none"> - Observe the pollen on a flower - Children to design a bee-friendly environment - Act out the process of pollination 	<p>Identifying, grouping and classifying Identify the parts of a plant. Name different flowers and identify the different parts of the plant (including locating the pollen) Identify and name pollinator minibeasts.</p>	<p><i>Pollination, pollinator minibeast, habitat, microhabitat, conservation.</i></p>	<p><i>Why should we try and save the bees?</i></p>
3	<p><i>Find out about and describe the basic needs of animals including humans, for survival (water, food and air).</i> <i>Identify that most living things live in habitats to which they are suited and describe how different</i></p>	<p>Children will be able to research minibeasts and explain their importance</p>	<ul style="list-style-type: none"> - Each group read a section from the eBook- present what they've learned - Create a poster/flap book about minibeasts 	<p>Researching Use an eBook to research different types of minibeasts and how they help the planet.</p>	<p><i>Minibeast, conservation, decomposer, food chain, pollinator minibeast, pollination</i></p>	<p><i>Which minibeast is the most important and why?</i></p>

	<p>habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>					
4	<p>Find out about and describe the basic needs of animals including humans, for survival (water, food and air).</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p>	Children will be able to show how a microhabitat is suitable for a minibeast	<ul style="list-style-type: none"> - Design a minibeast mansion - Evaluate each other's' mansions- would a minibeast like to live here? 		Habitat, microhabitat, environment, minibeast, conservation,	Name three things a microhabitat needs to provide for a minibeast
5	<p>Find out about and describe the basic needs of animals including humans, for survival (water, food and air).</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	Children will be able to describe the importance of worms for healthy soil	<ul style="list-style-type: none"> - Create a wormery- either a real one or a paper one? 	<p>Researching</p> <p>Use an eBook to research worms and find out how they help the planet</p>	Soil, nutrients, decomposer, food waste, natural materials, healthy, unhealthy, water, plants, microhabitat, food sources, compost, decomposed, earthworm.	Why is it important for soil to be healthy?
6	<p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Find out about and describe the basic needs of animals including humans, for survival (water, food</p>	Children will be able to explain the importance and needs of minibeasts and microhabitats	<ul style="list-style-type: none"> - Recall key facts learned so far - Plan and write a speech about how important minibeasts are for our planet and what we can do to help protect them 	<p>Researching</p> <p>Use an eBook to research facts about minibeasts to include in a speech</p>	Ecosystems, biodiversity, minibeast, microhabitats, pollination, decomposer, pollinator, predator minibeasts, food chain,	Name 3 small acts you could do to help protect minibeasts

	<i>and air).</i>				<i>conservation</i>	
	Assessment		-			