



Subject
Animals including humans

Concept
Biology

Enquiry skills
Concluding    Recording

Sequence of Learning
<ul style="list-style-type: none"> <li>• What are animals? What are humans? Retrieve classification groups and how each group have offspring but in different ways (e.g. live young or eggs)</li> <li>• How do offspring grow? Look at different animals' life cycles</li> <li>• How do babies grow? Look at the life cycle of a human</li> <li>• What do animals need to survive? What do humans need to survive?</li> <li>• How do we stay healthy?</li> </ul>

Current Vocabulary	New Vocabulary
Carnivore	<u>Life Cycle</u>
Herbivore	Baby
Omnivore	Toddler
Human	Child
Animal	Teenager
Mammal	Adult
Fish	Old age
Bird	Egg
Amphibian	Spawn
Reptile	Offspring
	Live young
	<u>Survival</u>
	Water
	Food
	Air
	<u>Health</u>
	Diet
	Disease
	Hygiene
	Nutrition
	Exercise

Prior Learning	New Learning	Future Learning
<p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>In Year 3 pupils will be taught to:</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>In Year 5 pupils will be taught to:</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p>In Year 6 pupils will be taught to:</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p>

Trip/Visitor
Animal man visitor

Misconceptions	<p>An animal's habitat is like its 'home' • All animals that live in the sea are fish • Respiration is breathing • Breathing is respiration. ·</p>
----------------	--



Subject
Living things and their habitats (1)

Concept
Biology

Enquiry skills
Researching

Prior Learning	New Learning	Future Learning
<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	<p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</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>	<p>In Year 4 pupils will be taught to:</p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>

Sequence of Learning
<ul style="list-style-type: none"> <li>• What are living things?</li> <li>• What are non-living things? (dead/ never alive)</li> <li>• Where does animal's food come from? Retrieve carnivore, herbivore and omnivore. Talk about different animal's diets.</li> <li>• What are food chains?</li> </ul>

Current Vocabulary	New Vocabulary
Carnivore	<u>Living things</u>
Herbivore	Living
Omnivore	Dead
Human	Never alive
Animal	Shelter
Mammal	Food source
Fish	Food chain
Bird	Human
Amphibian	
Reptile	
Plant	
Animal	
Tree	

Trip/Visitor

Misconceptions	Plants and seeds are not alive as they cannot be seen to move . Fire is living . Arrows in a food chain mean 'eats'
----------------	---



**Subject**  
Living things and their habitats

**Concept**  
Biology

**Enquiry skills**  
Identifying and classifying

Prior Learning	New Learning	Future Learning
<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Observe changes across the four seasons</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>Identify and name a variety of plants and animals in their habitats, including micro-habitats</p>	<p>In Year 4 pupils will be taught to:</p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p>

**Sequence of Learning**

- What are animal habitats? Cover different types of habitats and how they provide for animal needs.
- What are plant habitats? Cover different types of habitats and how they provide for plant needs.
- What are microhabitats?
- Who lives where? Identifying and classifying disciplinary lesson.
- End of unit double page spread

Current Vocabulary	New Vocabulary
Plant	Habitats
Animal	Woodland
Water	Ocean
Light	Rainforest
Suitable temperature	Arctic
Sunlight	Desert
Grow	Microhabitats
Survival	

**Trip/Visitor**  
Walk around the school field or to the park

**Misconceptions** An animal's habitat is like its 'home'



Subject
Plants

Concept
Biology

Enquiry skills
Observing    Measuring

Prior Learning	New Learning	Future Learning
<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p>In Year 3 pupils will be taught to:</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>

### Sequence of Learning

- What are plants? Retrieval from Y1 How do seeds or bulbs grow into plants? Substantive lesson
- How do plants grow? Disciplinary lesson, plant seeds then over the following weeks observe the seeds growing and changing. Measure suitable amounts of water. (can be done at the end of the substantive lesson rather than its own lesson)
- What do plants need to grow and stay healthy?
- What happens if plants don't get what they need?
- Have our seeds grown?
- Double page spread/ whole class display of learning

Current Vocabulary	New Vocabulary
Leaves	Water
Petals	Light
Stem	Suitable temperature
Trunk	Sunlight
Roots	Grow
Seed	Germination
Bulb	
Deciduous	
Evergreen	
Flowers	
Fruit	
Garden plants	
Wild plants	
Weed	

### Trip/Visitor

Walk around school or wider local area to observe plants beginning to bloom/ grow.

Misconceptions	plants are not alive as they cannot be seen to move • seeds are not alive • all plants start out as seeds • seeds and bulbs need sunlight to germinate
----------------	--



Subject
Year 2
Use of Everyday Materials

Concept
Chemistry

Enquiry skills
Testing      Reporting

Sequence of Learning
<ul style="list-style-type: none"> <li>What are some different materials? Retrieve what an object is and what a material is. Name some everyday materials.</li> <li>What are some properties of materials?</li> <li>How can materials change?</li> <li>Which materials are...? Test properties of materials (e.g. which materials are waterproof?)</li> <li>What would make a good...? (e.g. boat, bag, coat etc) test materials</li> </ul>

Current Vocabulary	New Vocabulary
<u>Material</u>	<u>Material</u>
Wood	Brick
Plastic	Paper
Glass	Cardboard
Metal	Rubber
Water	Stone
Rock	<u>Properties</u>
<u>Properties</u>	Transparent
Hard	Opaque
Soft	Waterproof
Strong	Water repellent
Weak	Not waterproof
Rough	Absorbent
Smooth	Non-absorbent
Dull	Squash
Shiny	Bend
	Twist
	Stretchy

Prior Learning	New Learning	Future Learning
<p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>In Year 5 pupils will be taught to:</p> <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p>

Equipment
Objects made out of wood, plastic, glass, metal, rock, brick, paper, cardboard, rubber and stone. Waterproof, water resistant and non-waterproof objects. Objects that can be squashed, bent, twisted, stretched and that are stiff

Trip/Visitor
- Walk to a pond to test boats

Misconceptions	<p>Only fabrics are materials · Only building materials are materials · Only writing materials are materials · The word rock describes an object rather than a material · Solid is another word for hard.</p>
----------------	---