



<b>Links to other subject units this term</b>	
This topic will link to 'Dips and Dippers' as we look at food, food groups and ingredients to make our diet healthy and balanced. We will also link to Geography as we explore animals and their young from different parts of the world including those animals that can be found in Africa.	
<b>Prior Learning</b>	
In year 1, children will have learnt to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. They will have identified common features in those groups. In year 1, children will have learnt that all animals have a specific diet and be familiar with the terms carnivore, omnivore and herbivore	
<b>Key vocabulary for this unit</b>	
Adult, develop, young, offspring, live young, hatchling, hatch, larvae, eggs, carnivore, herbivore, omnivore, mammal, reptile, amphibian, fish, bird. Life cycle, live young, egg, metamorphosis, larva(e), pupa, chrysalis, baby, toddler, child, teenager, tadpole, froglet, duckling, hatchling. Grow, life stages, human, adult, independent. Air, oxygen, breathe, water, food, diet, survival, survive. Exercise, healthy, activity, active, heart rate, pulse, muscle, blood, prediction, observations. Nutrition, disease, hygiene, germs.	
<b>Learning Sequence</b>	
<b>Animal Offspring</b>	<ul style="list-style-type: none"> <li>• Notice that animals, including humans, have offspring which grow into adults. Identifying and classifying.</li> <li>• Match, sort and group young animals and their adults and sort the animals into different groups.</li> <li>• Explain the similarities and differences between these groups.</li> <li>• Explain that different animals have different types of offspring.</li> </ul>
<b>Life Cycles</b>	<ul style="list-style-type: none"> <li>• Notice that animals, including humans, have offspring which grow into adults.</li> <li>• Gather and record data to help in answering questions.</li> <li>• Find out how animals change as they grow into adults.</li> <li>• Compare the life cycles of different animals.</li> <li>• Use non-fiction texts to find out information.</li> </ul>

	<ul style="list-style-type: none"> <li>Name and order the stages of a life cycle.</li> </ul>
<b>Growing Up</b>	<ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow into adults.</li> <li>Name, order and compare the stages of the human life cycle.</li> <li>Explore how humans grow and develop through each stage.</li> <li>Ask and answer a question to compare different human life stages.</li> </ul>
<b>Survival</b>	<ul style="list-style-type: none"> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>Research and describe what animals, including humans, need to survive</li> <li>Explain what all animals need to survive.</li> <li>Research the answer to a question.</li> <li>Present the answer to a question clearly.</li> </ul>
<b>Exercise</b>	<ul style="list-style-type: none"> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> <li>Ask questions about exercise.</li> <li>Predict what will happen to the human heart rate during exercise.</li> <li>Perform a test about the effects of exercise on the human body and talk about the findings.</li> </ul>
<b>Healthy Living</b>	<ul style="list-style-type: none"> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> <li>Perform simple tests. Observe closely, using simple equipment.</li> <li>Use a non-fiction eBook to find out information about healthy eating and hygiene.</li> <li>Create a balanced meal plan.</li> <li>Predict what will happen when removing germs.</li> <li>Explain how and why it is important to wash my hands.</li> </ul>
<b>Assessment milestones</b>	
<p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>Children can sort and classify objects (animals) into simple groups. They use scientific language to talk about their findings. They start, with support, to notice patterns and relationships between the groups.</li> </ul>	<p><b>Scientific Knowledge:</b></p> <ul style="list-style-type: none"> <li>Children can identify and match several animal offspring and their adult forms. They can describe the main characteristics of the offspring found in different animal groups.</li> </ul>

- Children can use simple secondary sources to find answers to a question.
- Children can ask simple scientific questions and use scientific language to answer them.
- Children use simple secondary sources to find answers and talk about their findings to an audience.
- Children can carry out simple practical tests and use their observations and ideas to suggest answers to questions.
- Children can carry out simple practical tests, make careful observations and draw simple conclusions.

- Children can describe the main stages of at least two different animal life cycles. They start to compare these life cycles.
- Children can identify several ways that humans grow and develop through each life cycle stage.
- Children can name the three basic needs of all animals to survive. They can describe the specific needs of a given animal.
- Children can describe the effects of exercise and begin to explain the importance of exercise for the human body.
- Children can identify several foods according to the basic food groups and can talk about the importance of a balanced diet. They can explain how to be hygienic and why this is important.



Links to other subject units this term	
This topic will link to our work in Geography as we will explore animals and their habitats including those from the contrasting locations of Kenya and China.	
Prior Learning	
It will be helpful if children have previously identified and made observations of animals and plants.	
Key vocabulary for this unit	
Life process, living, non-living, dead, never alive, movement, respiration, sensitivity, growth, reproduction, excretion, nutrition. Habitat, conditions, survive, urban, woodland, pond, coast, coastal. Minibeast, microhabitat, enquiry, survey, pictogram. Research, conditions, ocean, tropical rainforest, arctic, desert, adaptation. Adapt, adaptation, depend, dependency. Food chain, consumer, producer, predator, prey, herbivore, carnivore, omnivore.	
Learning Sequence	
<b>Living, Dead and Never Alive</b>	<ul style="list-style-type: none"> <li>• Explore and compare the differences between things that are living, dead, and things that have never been alive by thinking about life processes.</li> <li>• Compare the differences between things that are living, dead and have never been alive.</li> <li>• Use observations and ideas to suggest answers to questions by explaining how they know something is living, dead or has never been alive</li> <li>• Answer questions about things that are living, dead or have never been alive.</li> </ul>
<b>Local Habitats</b>	<ul style="list-style-type: none"> <li>• Identify and name a variety of plants and animals in their habitats, by mapping a habitat and identifying its inhabitants.</li> <li>• To identify and classify, and sort objects into categories, by sorting objects that are living, dead and have never been alive.</li> </ul>

<b>Microhabitats</b>	<ul style="list-style-type: none"> <li>• Identify and name a variety of plants and animals in their habitats, including microhabitats by identifying minibeasts in microhabitats.</li> <li>• Identify animals in their habitats.</li> <li>• Gather and record data to help in answering questions by investigating the preferred habitat of minibeasts.</li> <li>• Use information that has been gathered to answer a question.</li> </ul>
<b>World Habitats</b>	<ul style="list-style-type: none"> <li>• Identify that most living things live in habitats to which they are suited.</li> <li>• Describe how different habitats provide for the basic needs of different kinds of animals and plants, by researching habitats and the animals that live in them.</li> <li>• Ask simple questions and recognise that they can be answered in different ways by asking and answering questions about a range of different habitats.</li> </ul>
<b>Working Together, Staying Alive</b>	<ul style="list-style-type: none"> <li>• Describe the features of some animals.</li> <li>• Identify the needs of different plants and animals.</li> <li>• Suggest how an animal survives in its habitat.</li> <li>• Explain why the plants in a habitat need the animals.</li> <li>• Explain why the animals in a habitat need the plants.</li> </ul>
<b>Food Chains</b>	<ul style="list-style-type: none"> <li>• Name some sources of food.</li> <li>• Give examples of carnivores, herbivores and omnivores.</li> <li>• Order living things in a food chain.</li> </ul>
<b>Assessment milestones</b>	
<p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>• Ask questions to decide if a thing is living, dead or has never been alive.</li> <li>• Gather and record information.</li> <li>• Sort objects into categories and give reasons for their choices.</li> </ul>	<p><b>Scientific Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Explain some of the life processes.</li> <li>• Identify some plants and animals in global habitats.</li> <li>• Draw a map of a local habitat.</li> <li>• Identify and name minibeasts in microhabitats.</li> <li>• Suggest how an animal is able to survive in their habitat.</li> <li>• Answer questions about habitats they have researched.</li> <li>• Explain why the animals in a habitat need the plants.</li> </ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Draw a simple food chain.</li></ul> |
|--|---|