






<p>Programme of Study Statements</p> <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. 					<p>Key Vocabulary</p> <p>Offspring, reproduction, growth, child, young/old stages (examples - chick/hen, baby/child/adult, caterpillar/butterfly), exercise, heartbeat, breathing, hygiene, germs, disease, food types (examples – meat, fish, vegetables, bread, rice, pasta)</p>
<p>Investigations and Skills for thinking like a Scientist</p> <div style="display: flex; justify-content: space-around; align-items: center;">      </div>					<p>Sticky Knowledge:</p> <p>Animals move in order to survive.</p> <ul style="list-style-type: none"> • Different animals move in different ways to help them survive. • Exercise keeps animal's bodies in good condition and increases survival chances. • All animals eventually die. • Animals reproduce new animals when they reach maturity. • Animals grow until maturity and then do not grow any larger.
<p><u>Comparative Tests</u></p> <p>Do amphibians have more in common with reptiles or fish?</p> <p>Do bananas make us run faster?</p>	<p><u>Identify & Classify</u></p> <p>Which offspring belongs to which animal?</p> <p>How would you group things to show which are living, dead, or have never been alive?</p>	<p><u>Observation over time</u></p> <p>How does a tadpole change over time?</p> <p>How much food and drink do I have over a week?</p>	<p><u>Pattern seeking</u></p> <p>Which age group of children wash their hands the most in a day?</p>	<p><u>Research</u></p> <p>What food do you need in a healthy diet and why?</p> <p>What do you need to do to look after a pet dog/cat/lizard and keep it healthy?</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals, including humans) • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 - Animals, including humans)
<p>Potential Evidence to support our Scientists (I can..):</p> <p>Can describe, including using diagrams, the life cycle of some animals, including humans, and their growth to adults e.g. by creating a life cycle book for a younger child</p> <ul style="list-style-type: none"> • Can measure/observe how animals, including humans, grow. • Show what they know about looking after a baby/animal by creating a parenting/pet owners' guide • Explain how development and health might be affected by differing conditions and needs being met/not met • Can describe how animals, including humans, have offspring which grow into adults, using the 					<p>Future Knowledge:</p> <ul style="list-style-type: none"> • 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. (Y3 - Animals, including humans) • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5 - Living things and their habitats) • Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats)

<p>appropriate names for the stages</p> <ul style="list-style-type: none"> • Can state the basic needs of animals, including humans, for survival • Can state the importance for humans of exercise, eating the right amounts of different types of food, and hygiene • Can name foods in each section of the Eatwell Guide <p>Big Question:</p> <p>Do living things change or stay the same?</p>		<ul style="list-style-type: none"> • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. (Y6 - Animals, including humans)
Cultural Capital		
<p>Visits and visitors Trip to the zoo/ the wild place. Slimbridge Wildfowl Trust</p>	<p>Experiences and events Take part in the Wickwar Fun Run School sports day Sports clubs after school</p>	<p>Key texts <i>The Gruffalo</i> (Julia Donaldson) <i>Meerkat Mail</i> (Emily Gravett) <i>Tadpole's Promise</i> (Jeanne Willis and Tony Ross)</p>
<p>Community events and links Local Bee colony RSPB – Brid watch (January) Take part in the Wickwar Fun Run</p>	<p>Global issues Endangered animals</p>	<p>Famous people/ Key Scientists Steve Irwin (Crocodile Hunter) Robert Winston (Human Scientist) Joe Wicks (Personal Trainer)</p>
<p>Life Skills Curiosity Teamwork Problem Solving Resilience Making Links</p>	<p>Key places Lower Woods School grounds Wickwar Playing Fields</p>	