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| **Science** What is the life cycle of different creatures? How do we care for living things? | | |
| **Unit Overview** | Life Cycles and Living things children will understand the difference between living and non living things. They will be able to categorise and sort these. Children will be able to record the life cycles of a plant and animal and say what they need to grow healthily. Children will use observational drawings to record changes over time and begin to conduct simple experiments to determine the conditions needed for a plant to thrive. | |
| **Development Matters and ELGs, NC** | * Describe objects and materials using simple language.   Group different objects and materials according to specific properties.  Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG)  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (ELG)  Understand some important processes and changes in the natural world around them (ELG)   * Recognise some environments that are different to the one in which they live (ELG) * Recognise similarities and differences between different plant and animals. Including chicks, butterflies and dinosaurs * Observe living things carefully. * To show care and concern for living things by caring for chicks, butterflies. | |
| **Unit Title:** | **Substantive Knowledge-specifics** | **Disciplinary Knowledge broader skills** |
| **Key Questions:**  **How do we know things are alive?**  **How do living things grow and change over time?**  **How do we look after living things and keep them healthy?**  **What do we need for the seeds to turn into a healthy plant?**  **Where do you think the plants will grow the best?** | * Children will know that some things are alive and some things are not. * That living things share key features. * That all living things grow and change over time. * Children will be able to label the basic anatomy of a plant and what it needs to grow. * Children will know the stages in the life cycle of a guinea pig and duck. They will be able to name these different stages. * The children will know how to care for ducks and guinea pigs. * They will know from experience, how they grow and change over time. | Children begin to predict and conduct fair tests.  They begin to look at make simple conclusions.  They classify objects according to a criteria  Children will use observational drawings to record changes over time.  Children will be able to label and caption.  Children will be able to identify what was successful/ not successful and say why.  Begin to use flow charts and simple venn diagrams to record |
| **Vocabulary** | **Trips/ Visits/Useful Websites/ Resources** | **Key Misconceptions:** |
| **Substantive:**  Eggs, life cycle, growth, birth, Flower, Stem, Root, water, sunlight, nutrients, exercise, food, duckling, duck, seed, seedling, shoot, petal  **Disciplinary:**  Fair test  Conclusion  Predict/hypothesise  Observe  Monitor | * Observing eggs as they hatch into ducklings * Caring for the class guinea pigs | * That plants are not living things. * That humans are not animals * flowers and plants are just there and do not grow or change. |
| **Vocabulary** | **Trips/ Visits/Useful Websites/ Resources** | **Key Misconceptions:** |
| **Substantive:**  **Healthy, unhealthy, Nutrients,Sugar, fat, decay,rot, toothbrush, brushing, cleaning, washing**  **Disciplinary:**  Observe  Notice | * BBC bitesize keeping healthy * ICT games sorting healthy and unhealthy foods. |  | * That plants are not a living thing * Caterpillars and butterlies are different animals |