



Topic:	Animals Inc. Humans	Strand:	Biology
--------	---------------------	---------	---------

CULTURAL DIVERSITY	Sequence of lessons	Outcome	Working Scientifically skills	
Be Brilliant Enables our children to develop a growth mindset, by exposure to challenging experiences that allow our children to question and explore opportunities that will enable them to become confident and resilient in all areas of their lives.	1	<u><i>As scientists, we are learning to explore our previous knowledge.</i></u> 'Never heard the word', knowledge organiser quiz, knowledge harvest	Children can identify previous knowledge that can support learning in this topic.	Asking questions
	2	<u><i>As scientists, we are learning to identify things that are living, dead or have never been alive.</i></u> Explore the outside environment regularly to find objects that are living, dead and have never been alive.	Explore and compare the differences between things that are living, dead, and things that have never been alive	Identifying, grouping and classifying Observation
POSSIBILITIES Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.	3	<u><i>As scientists, we are learning to identify habitats and micro-habitats.</i></u> Classify objects in the local environment. Identify habitats and micro-habitats and what these provide for the life that can be found there.	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	Classifying Observation Recording data
	4	<u><i>As scientists, we are learning to observe animals and plants in their habitat and suggest why it is suited to them.</i></u> Explore local habitats and micro-habitats and observe animals and plants within them carefully, drawing and labelling diagrams. Explain why the habitats and micro-habitats they are in are suitable for them.	Identify and name a variety of plants and animals in their habitats, including micro-habitats.	Pattern seeking Asking questions Observation Communication
ADVENTURE Exposes our children to a rich and diverse world that is full of colour, music, creativity and celebration. Providing our children with the opportunity to see a world beyond their own, that will inspire and influence their future choices.	5	<u><i>As scientists, we are learning to create a food chain from first-hand observation.</i></u> Create simple food chains for a familiar local habitat from first-hand observation and research.	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	Classifying Communication
	6	<u><i>As scientists, we are learning to create a food chain from learned information.</i></u> Create simple food chains from information given e.g. in picture books (Gruffalo, etc)	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	Classifying Communication

Composite: Children create a wildlife documentary video about an animal in their habitat.



Topic:

Everyday materials

Strand:

Chemistry

Be Brilliant
Enables our children to develop a growth mindset, by exposure to challenging experiences that allow our children to question and explore opportunities that will enable them to become confident and resilient in all areas of their lives.

Believe
Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.

Be brave
Exposes our children to a rich and diverse world that is full of colour, music, creativity and celebration. Providing our children with the opportunity to see a world beyond their own, that will inspire and influence their future choices.

Sequence of lessons		Outcome	Working Scientifically skills
1	<u><i>As scientists we are learning to explore our previous knowledge</i></u> Never heard the word, knowledge organiser quiz and knowledge harvest.	Children can identify previous knowledge that can support learning in this topic.	Asking questions
2	<u><i>As scientists we are learning to investigate the properties of materials.</i></u> Discover the different ways materials can be affected by pushing, pulling squeezing, squashing and stretching.	Children can identify the properties of different materials.	Comparison Observation
3	<u><i>As scientists we are learning to sort materials by their properties.</i></u> Sort materials in different ways, grouping them by different properties.	Children have grouped materials in a variety of ways, explaining their reasoning.	Grouping and classifying Communicating results
4	<u><i>As scientists we are learning to discover which material is the most absorbent.</i></u> Explore which material would be best for absorbing spilled water.	Children investigate the absorbency of different materials and order them for efficiency.	Pattern-seeking Making predictions
5	<u><i>As scientists we are learning to choose a material for a purpose.</i></u> Investigate which material would make the best rainhat and coat.	Children explore the waterproofness of different materials and select the best one to make a rain hat and coat.	Problem solving Setting up tests Evaluating

COMPOSITE

As scientists we are learning to identify materials in our environment and explain why they have been used.

Children go on a materials hunt and identify why they have been used in our school setting.

Children explore the school, identifying different materials in the environment and suggesting which properties explain why they were used.

Identifying and classifying

Recording data



Topic:

Plants

Strand:

Biology

Be Brilliant
Enables our children to develop a growth mindset, by exposure to challenging experiences that allow our children to question and explore opportunities that will enable them to become confident and resilient in all areas of their lives.

Believe
Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.

Be brave
Exposes our children to a rich and diverse world that is full of colour, music, creativity and celebration. Providing our children with the opportunity to see a world beyond their own, that will inspire and influence their future choices.

Sequence of lessons		Outcome	Working Scientifically skills
1	<u>As Scientists we are learning to explore our previous knowledge</u> Never heard the word, knowledge organiser quiz and knowledge harvest.	Children make links with what they have learned previously.	Asking questions
2	<u>As Scientists we are learning to observe and explore seeds and bulbs.</u> Explore a variety of seeds and bulbs, identifying colour, size, shape, etc.	Children can explore a range of seeds and make observations.	Identifying, grouping and classifying Asking questions Observation
3	<u>As Scientists we are learning to classify and group seeds and bulbs.</u> Use their observations to classify and group seeds and bulbs in a variety of ways, explaining how they have done so.	Children can classify and group seeds and bulbs, explaining their reasons for this.	Identifying, grouping and classifying Observation Communication
4	<u>As Scientists we are learning to plant seeds and bulbs.</u> Plant a variety of seeds and bulbs, considering what they will do to help them grow and what they think the seeds and bulbs will grow into.	Planting – draw how planted	Changes over time Prediction Making a test
5	<u>As Scientists we are learning about how to germinate and care for plants.</u> Create a short-burst writing piece about planting seeds and caring for plants.	Short-burst writing - children create an information text about seeds, planting and caring for plants.	Cross-curricular writing opportunity – information texts Communication
6	<u>As Scientists we are learning to observe the changes in plant growth.</u> Take measurements and observations as the seeds and bulbs grow over time.	Children can make observations and measurements of plants as they grow.	Changes over time Taking measurements Recording data

Composite Children plant and grow a range of seeds and bulbs, recording their observations, how they care for them and the measurements of growth.



Topic:

Living things and their habitats

Strand:

Biology

Be Brilliant
Enables our children to develop a growth mindset, by exposure to challenging experiences that allow our children to question and explore opportunities that will enable them to become confident and resilient in all areas of their lives.

Possibilities
Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.

Adventure
Exposes our children to a rich and diverse world that is full of colour, music, creativity and celebration. Providing our children with the opportunity to see a world beyond their own, that will inspire and influence their future choices.

Sequence of lessons		Outcome	Working Scientifically skills
1	<i>As scientists, we are learning to explore our previous knowledge.</i> ‘Never heard the word’, knowledge organiser quiz, knowledge harvest	Children can identify previous knowledge that can support learning in this topic.	Asking questions
2	<i>As scientists, we are learning to identify things that are living, dead or have never been alive.</i> Explore the outside environment regularly to find objects that are living, dead and have never been alive.	Explore and compare the differences between things that are living, dead, and things that have never been alive	Comparison Asking questions Sorting
3	<i>As scientists, we are learning to identify habitats and micro-habitats.</i> Classify objects in the local environment. Identify habitats and micro-habitats and what these provide for the life that can be found there.	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	Pattern-seeking Observation
4	<i>As scientists, we are learning to observe animals and plants in their habitat and suggest why it is suited to them.</i> Explore local habitats and micro-habitats and observe animals and plants within them carefully, drawing and labelling diagrams. Explain why the habitats and micro-habitats they are in are suitable for them.	Identify and name a variety of plants and animals in their habitats, including micro-habitats.	Pattern seeking Observation
5	<i>As scientists, we are learning to create a food chain from first-hand observation.</i> Create simple food chains for a familiar local habitat from first-hand observation and research.	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	Categorising Asking questions Observation
6	<i>As scientists, we are learning to create a food chain from learned information.</i> Create simple food chains from information given e.g. in picture books (Gruffalo, etc)	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	Categorising Recording

Composite: Children create a page or video for a class guide to school habitats and creatures.