
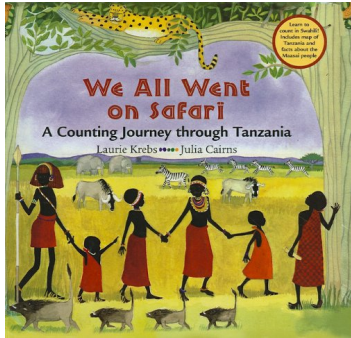

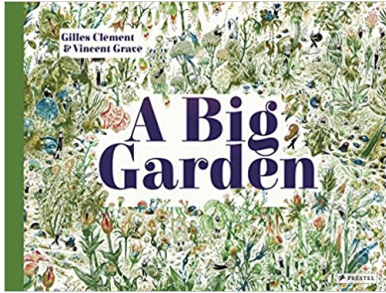
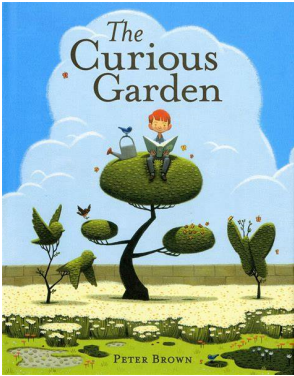
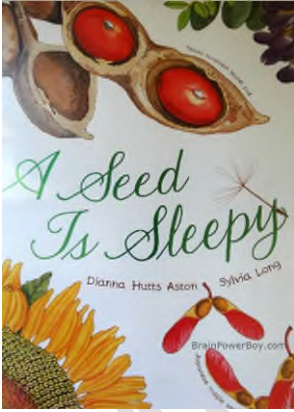
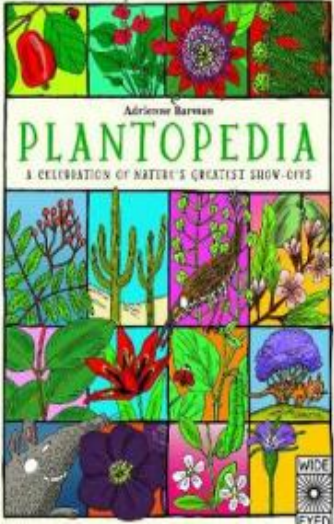
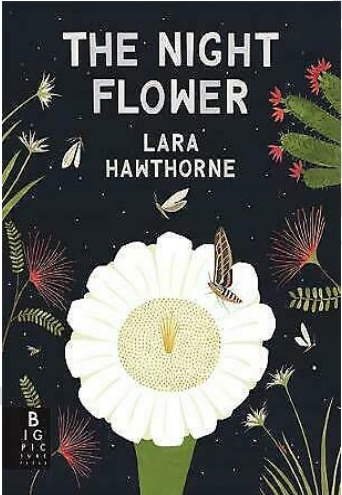
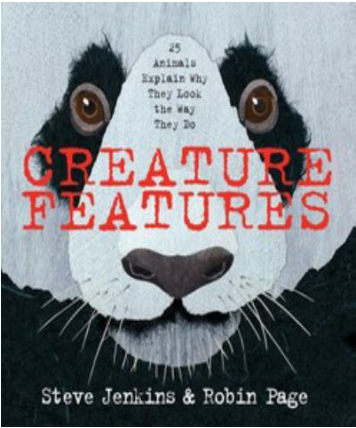
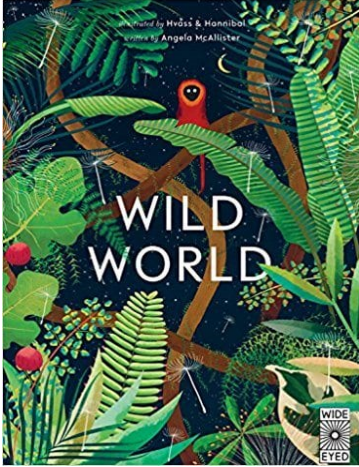
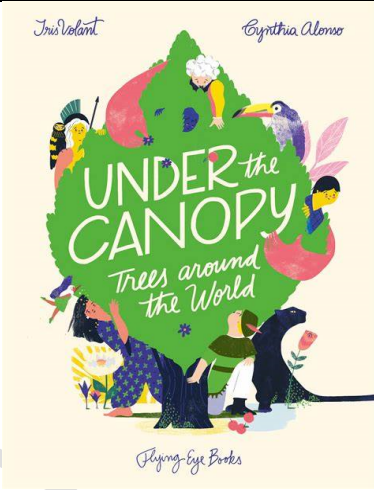
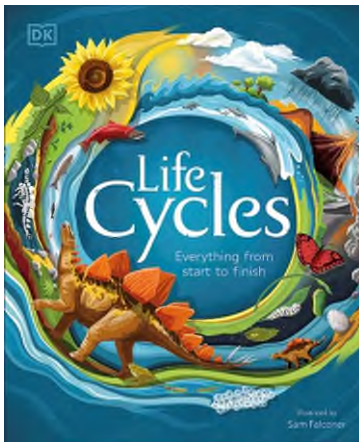


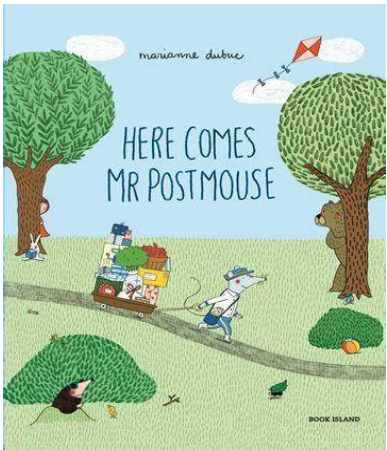
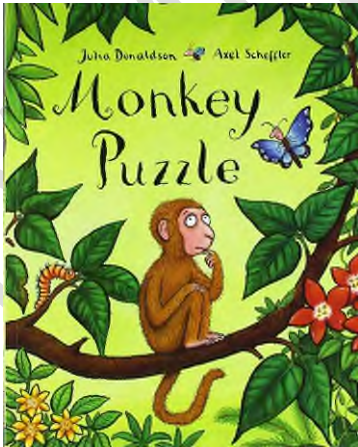
Year group	Book	Objectives and Key Questions
EYFS		
The Understanding of the World: Explore, observe and draw		<ul style="list-style-type: none"> • Features of their own immediate environment • Observations on animals and plants. • Changes (seasonal) • Why some things occur.
The Understanding of the World: Contrasting Environment		<ul style="list-style-type: none"> • Observations on animals and plants.
The Understanding of the World: The changing seasons		<ul style="list-style-type: none"> • Changes (seasonal) • Why some things occur.
Year 1		
Plants		<ul style="list-style-type: none"> • Identify and name a variety of common and wild garden plants. • Observe changes across the four seasons. <p>Are plants alive? How do plants change over time?</p>

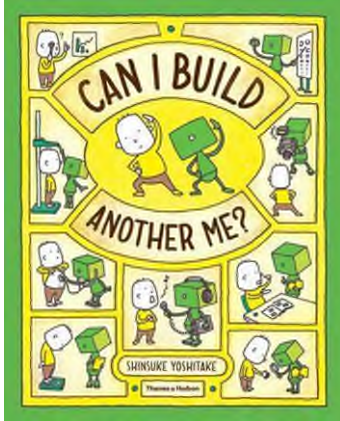
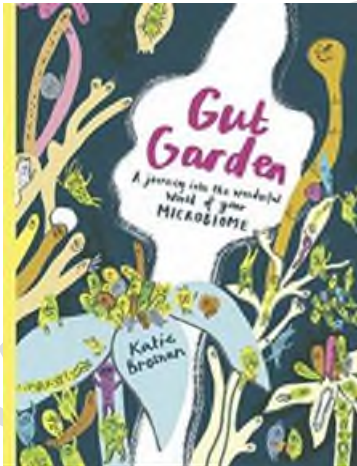
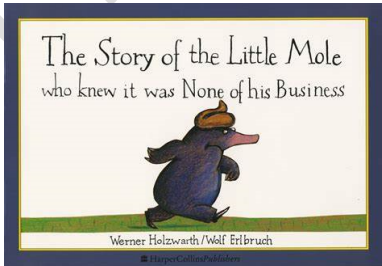

Year 2		
Plants	 	<ul style="list-style-type: none"> • Observe and describe how seeds grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>Dormant seeds. If a seed hasn't grown for 10 years, is it alive?</p>

Year 3		
Plants	 	<ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots; stem/trunk; leaves; and flowers. 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. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>Why are plants important to the world?</p> <p>Is it a good thing to introduce a new plant to a country it doesn't grow naturally?</p>
Year 2		
Living Things and their Habitats		<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>A consumer is the most important link in a food chain. Do you agree or disagree?</p> <p>What is alive, dead or was never alive?</p>
Year 4		
Living Things and their Habitats		<ul style="list-style-type: none"> • Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Recognise that environments can change and that this can sometimes pose dangers to living things. <p>Are all changes to habitats negative?</p>
Year 5		
Living Things and their Habitats		<ul style="list-style-type: none"> • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals. <p>Do all lifecycles look the same?</p> <p>What happens when habitats change?</p>

		
Year 6		
Living Things and their Habitats	 	<ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics. <p>Are all bacteria harmful?</p>
Year 1		
Animals, including humans		<ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

		<ul style="list-style-type: none"> Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). 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>Delivery driver delivering scientifically accurate meals for the animals. **address misconceptions!</p> <p>Why are animal and human bodies different?</p>
Year 2		
Animals, including humans		<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>Are conservation areas and artificial environments (farms) positive or negative to our world?</p>
Year 3		
Animals, including humans		<ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they

		<p>cannot make their own food – they get nutrition from what they eat.</p> <ul style="list-style-type: none"> Identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p>Do living things need different things to survive?</p> <p>How can doctors replace a hip bone?</p>
Year 4		
Animals, including humans	 	<ul style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey. <p>What do our bodies do with the food we eat?</p>
Year 5		
Animals, including humans		<ul style="list-style-type: none"> Describe the changes as humans develop to old age. <p>Why and how do our bodies change at different times in our lives? Why might these differ between people?</p>

Year 6		
Animals, including humans		<ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • Describe the ways in which nutrients and water are transported within animals, including humans. <p>If you choose harmful lifestyle choices, should you be entitled to an organ transplant?</p>
Evolution and inheritance		<ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p>Should parents be able to choose the characteristics of their children whilst in the embryo?</p>