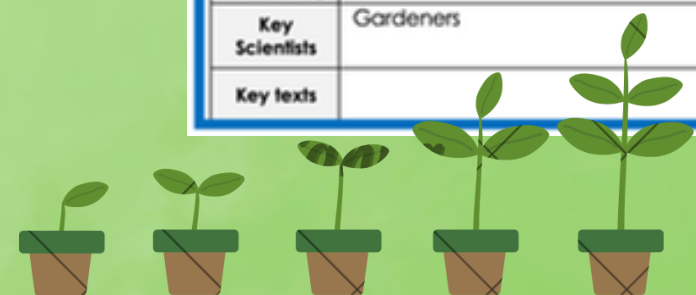
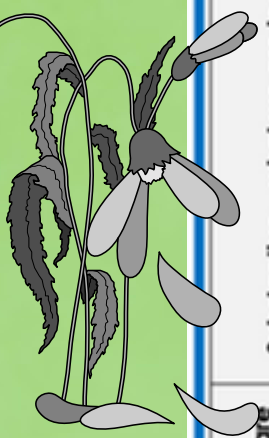


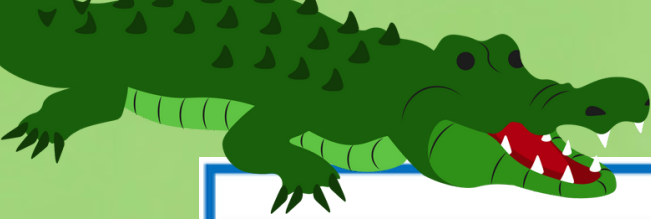


EYFS- Spring 2

New Life: plants (alive or dead) and growing changes  
Seasons- Spring

	Required prior knowledge	Knowledge to be taught – Endpoint	How knowledge will be built upon
<b>Substantive – what we are learning</b>	<p>Nursery 2-3 years:</p> <ul style="list-style-type: none"> <li>Explore natural materials, indoors and outside.</li> <li>Repeat actions that have an effect.</li> <li>Explore and respond to different natural phenomena in their setting and on trips.</li> </ul> <p>Nursery 3-4 years:</p> <ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Explore collections of materials with similar and/or different properties.</li> <li>Plant seeds and care for growing plants.</li> <li>Understand the key features of the life cycle of a plant.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul> <p><b>Other subject links:</b> Science- Autumn and Winter</p>	<ul style="list-style-type: none"> <li>Draw information from a simple map.</li> <li>Explore the natural world around them.</li> <li>Describe what they see, hear, and feel whilst outside.</li> <li>Recognise some environments that are different to the one in which they live.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> </ul> <p><b>Enrichment:</b></p>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees (at least: flower, leaf, root, stem, trunk, seed, branch, and petal).</li> <li>Observe and describe changes across Autumn, Winter, and Spring.</li> <li>Observe and describe weather associated with Spring and how day length and temperature vary.</li> </ul> <p><b>Other subject links:</b> RE- Growing</p>
<b>Disciplinary – how we are learning it</b>	<p>Nursery 2-3 years:</p> <ul style="list-style-type: none"> <li>Talk about the world around them.</li> <li>Shows an interest in found/natural objects.</li> <li>Can identify plants.</li> </ul> <p>Nursery 3-4 years:</p> <ul style="list-style-type: none"> <li>Talk about what they notice about the world around them.</li> <li>Uses senses to explore and describe natural objects.</li> <li>With help, measure using non-standard units e.g. how many lolly sticks/cubes/handfuls, etc.</li> <li>Talks about what they see using a wide vocabulary.</li> </ul> <p><b>Other subject links:</b></p>	<ul style="list-style-type: none"> <li>Ask simple <b>questions</b> about plants.</li> <li><b>Explore</b> and comment on the natural world around them.</li> <li>As a group, use non-standard <b>equipment</b> to measure when planting seeds and bulbs e.g. how many lolly sticks/cubes/handfuls, etc. (link to scientist).</li> <li><b>Sort</b> seeds and bulbs.</li> <li>Make <b>comparisons</b> between local environment and contrasting ones.</li> </ul>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>Demonstrate curiosity by the questions they ask.</li> <li>Begin to use simple scientific language to talk about or record what they have noticed.</li> <li>Observe closely, using simple equipment (e.g. hand lenses, egg timers).</li> <li>Name/identify common examples and some common features.</li> <li>Compare and contrast simple observable features / characteristics of objects, materials and living things.</li> </ul> <p><b>Other subject links:</b></p>
<b>Key vocabulary</b>	plant, autumn, winter	alive, dead, flower, leaf, grow, change, spring	deciduous trees, evergreen trees, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem
<b>Key Scientists</b>	Gardeners	Allotment owners	Tree surgeons
<b>Key texts</b>		The Tiny Seed Spring- non-fiction	The Enormous Turnip Here is the seed by John Foster





Year 1- Spring 2

**Animals: Animal bodies, similarities and differences**  
**Seasonal Change: Spring**

Substantive – what we are learning

**Required prior knowledge**

Year 1:

- Identify, name, draw and label the basic parts of the human body (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) and say which part of the body is associated with each sense.
- Observe and describe changes across Autumn and Winter.
- Observe and describe weather associated with Winter and how day length and temperature vary.

**Other subject links:**

**Knowledge to be taught – Endpoint**

- Identify and name a variety of common animals including some fish, some amphibians, some reptiles, some birds, and some mammals.
- Identify and name a variety of common animals that are carnivores, herbivores, and omnivores (i.e. according to what they eat).
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, and mammals, and including pets).
- Group together animals according to their different features.
- Recognise similarities between animals: head, body, way of moving, senses, body covering, tail.
- Observe and describe changes across Autumn, Winter, and Spring.
- Observe and describe weather associated with Spring and how day length and temperature vary.

**Enrichment:**

**How knowledge will be built upon**

Year 2:

- Notice that animals have offspring which grow into adults (e.g. egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep).
- Find out about and describe the basic needs of animals for survival (water, food, and air).
- Describe the main changes as young animal offspring grow into adults (at least: between egg and adult bird; between egg and adult insect; between baby and adult mammal).

**Other subject links:**

Disciplinary – how we are learning it

EYFS:

- Make comparisons between local environment and contrasting ones.
- Begin to use scientific language.
- Explore and comment on the natural world around them.
- Notices and comments on changes in the weather.
- Beginning to understand the changes that happen with the seasons.

**Other subject links:**

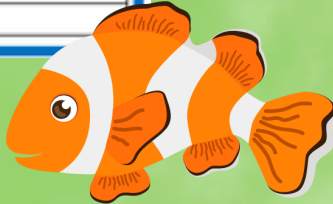
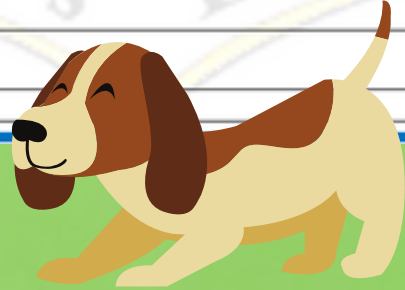
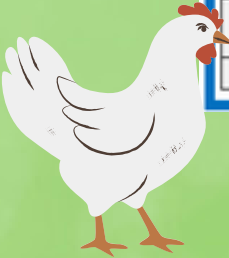
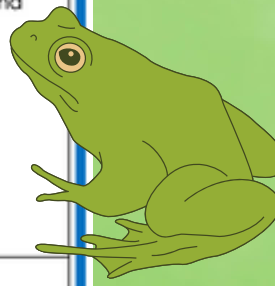
- Name/ Identify** common animals (fish, amphibians, reptiles, birds, and mammals) by matching them to named images (link to scientist).
- Make first-hand, close **observations** of animals from each of the groups by describing their structure.
- Group** together animals according to their different features e.g. head, body, way of moving, senses, body covering, tail.
- Compare** two animals from the same or different groups.
- Classify** animals according to what they eat.
- Collect** information about the weather/ day length and **present** this information in tables and charts to **compare** the weather across the seasons.
- Collect** information of features that change with the seasons e.g. plants, animals, humans and **present** this data in different ways.

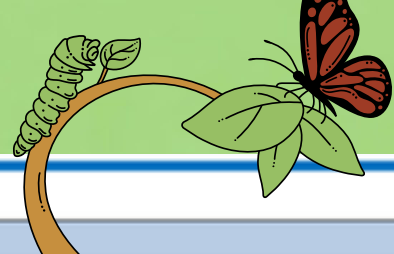
Year 2:

- Name / Identify common examples.
- Use simple scientific language to talk about / record what they have noticed.
- Sort and group objects, materials or living things by observable and/or behavioural features.
- Compare and contrast a variety of things focusing on the similarities as well as the differences.
- Record simple data with some accuracy to help in answering questions.
- With support or using frameworks, make decisions about how to complete a variety of tables/charts.
- With guidance, notice patterns in their data.

**Other subject links:**

<b>Key vocabulary</b>	body, head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, skin, autumn, winter, sun, hot, warm, cold, windy, wet, dry	fish, reptiles, mammals, birds, amphibians, herbivore, omnivore, carnivore, tail, feathers, fur, skin, wings, beak, senses, spring	animals, offspring, survival, water, food, air, reproduction, growth
<b>Key Scientists</b>	Vets Entomologists	Farmers	Zoologists e.g. Tanesha Allen
<b>Key texts</b>		Handa's Surprise	Skeletons and Muscles

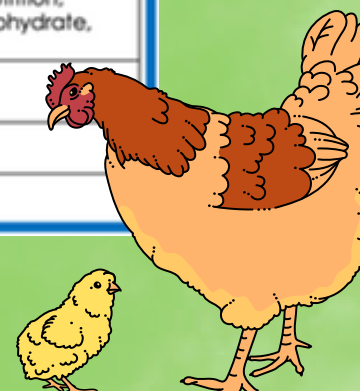
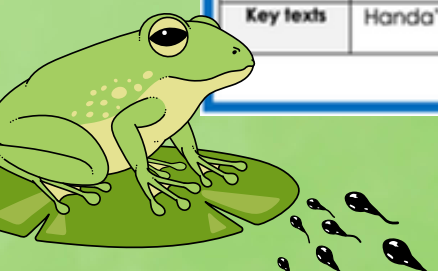




Year 2- Spring 2

Animals: Survival and growth

	Required prior knowledge	Knowledge to be taught – Endpoint	How knowledge will be built upon
<b>Substantive – what we are learning</b>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including some fish, some amphibians, some reptiles, some birds, and some mammals.</li> <li>Identify and name a variety of common animals that are carnivores, herbivores, and omnivores.</li> <li>Describe and compare the structure of a variety of common animals.</li> <li>Group together animals according to their different features.</li> <li>Recognise similarities between animals: head, body, way of moving, senses, body covering, tail.</li> </ul> <p><b>Other subject links:</b></p>	<ul style="list-style-type: none"> <li>Notice that animals have offspring which grow into adults (e.g. egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep).</li> <li>Find out about and describe the basic needs of animals for survival (water, food, and air).</li> <li>Describe the main changes as young animal offspring grow into adults (at least: between egg and adult bird; between egg and adult insect; between baby and adult mammal)</li> </ul> <p><b>Enrichment:</b></p>	<p>Year 3:</p> <ul style="list-style-type: none"> <li>Identify that animals need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</li> <li>Regular and varied exercise from a variety of different activities is beneficial to health.</li> <li>Identify some other animals (vertebrates), have skeletons and muscles for support, protection, and movement.</li> <li>Name and locate skull, backbone, ribs, bones for movement/limbs, pelvis and be able to name some of the vital organs protected.</li> </ul> <p><b>Other subject links:</b> Art- 3D clay animals. Music- Zootime</p>
<b>Disciplinary – how we are learning it</b>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>Name/ identify common examples and some common features.</li> <li>Use simple primary and secondary sources (such as objects, books, and photographs) to find things out.</li> <li>Look / observe closely and communicate changes over time.</li> <li>Ask simple questions about what they notice about the world around them.</li> <li>Work with others on a science task.</li> </ul> <p><b>Other subject links:</b></p>	<ul style="list-style-type: none"> <li><b>Name and identify</b> animals and their offspring.</li> <li>Ask people questions and <b>research</b> using secondary sources to find out about the life cycles of some animals.</li> <li><b>Observe</b> animals growing over a period of time e.g. chicks, caterpillars, and describe the main changes.</li> <li>Ask pet owners <b>questions</b> about how they look after their pet.</li> <li><b>Work cooperatively</b> with others to explain what a zoologist does (link to scientist).</li> </ul>	<p>Year 3:</p> <ul style="list-style-type: none"> <li>Decide ways and give reasons for sorting, grouping, classifying, identifying things/objects, living things, processes or events based on specific characteristics.</li> <li>Find things out using a range of secondary sources of information.</li> <li>Observe and record changes over time.</li> <li>Explore their own ideas about 'what if.....?' scenarios.</li> <li>Build on and add to someone else's idea.</li> </ul> <p><b>Other subject links:</b></p>
<b>Key vocabulary</b>	body, head, neck, arms, legs, face, ears, eyes, hair, mouth, teeth, skin, fish, reptiles, mammals, birds, amphibians, herbivore, omnivore, carnivore, tail, feathers, fur, skin, wings, beak	animals, offspring, survival, water, food, air, reproduction, growth	skeleton, muscles, support, protection, movement, skull, ribs, spine, vertebrate, invertebrate, joint, socket, bone, nutrition, nutrient, fruit, vegetables, dairy food, fat, sugar, carbohydrate, protein, vitamin, mineral, fibre, water, balanced diet
<b>Key Scientists</b>	Farmers	Zoologists e.g. Tanesha Allen	Dieticians Radiographers/ Wilhelm Rontgen
<b>Key texts</b>	Handa's Surprise		Skeletons and Muscles

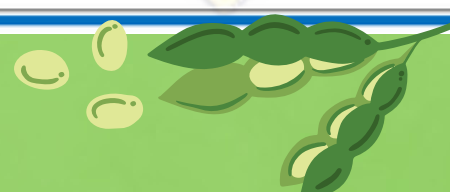
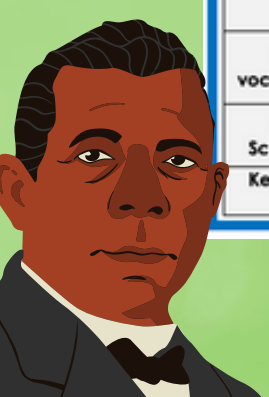
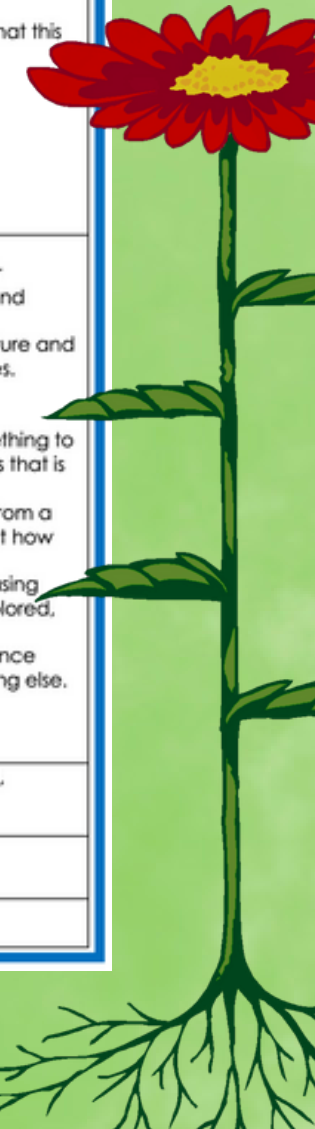
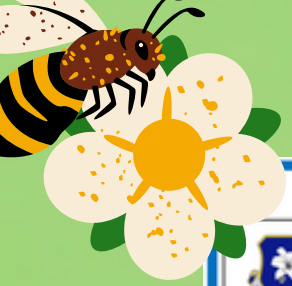


Year 3- Spring 2



Plants: Functions and life cycles

	Required prior knowledge	Knowledge to be taught – Endpoint	How knowledge will be built upon
<b>Substantive – what we are learning</b>	Year 2: <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants.</li> <li>Find out and describe how plants need water, light, and a suitable temperature to grow and stay healthy (and how changing these affects the plant).</li> <li>Identify and name a variety of plants and animals in their habitats, including microhabitats.</li> </ul> Other subject links:	<ul style="list-style-type: none"> <li>Identify, locate, and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves, and flowers.</li> <li>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.</li> <li>Investigate the way in which water is transported within plants.</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> Enrichment:	Year 4: <ul style="list-style-type: none"> <li>Recognise that living things can be grouped in a variety of ways.</li> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> <li>Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> Other subject links:
<b>Disciplinary – how we are learning it</b>	Year 2: <ul style="list-style-type: none"> <li>Use simple scientific language to talk about / record what they have noticed.</li> <li>Observe closely and communicate with increasing accuracy the features or properties of things in the real world.</li> <li>Sort and group objects, materials or living things by observable and/or behavioural features.</li> <li>Act out something to represent something else about the world around us (e.g. a life cycle).</li> <li>Use simple and appropriate secondary sources (such as books, photographs, videos, and other technology) to find things out / find answers.</li> <li>Raise their own logical questions based on or linked to things they have observed.</li> <li>Carry out simple comparative tests as part of a group, following a method with some independence.</li> </ul> Other subject links:	<ul style="list-style-type: none"> <li><b>Observe</b> what happens to plants over time when the leaves or roots are removed (function of leaves/ roots).</li> <li><b>Observe</b> the effect of putting cut white carnations or celery in coloured water (function of stem/trunk).</li> <li><b>Identify and group</b> flowers, seeds, berries, and fruits outside throughout the year. Observe flowers carefully to identify the pollen.</li> <li>Create a <b>model</b> that explores the part that flowers play in the life cycle of flowering plants, including pollination and seed formation.</li> <li><b>Research</b> different types of seed dispersal.</li> <li><b>Comparative/ fair testing:</b> Investigate what happens to plants when they are put in different conditions e.g. in darkness, in the cold, deprived of air, lack of water, different types of soil, different fertilisers, varying amount of space.</li> <li>Ask <b>questions</b> and explore own ideas about 'what if ...?' scenarios (link to scientist).</li> </ul>	Year 4: <ul style="list-style-type: none"> <li>Discuss ideas and develop descriptions from their observations using relevant scientific language and vocabulary.</li> <li>Observe and record relationships between structure and function or between different parts of a processes.</li> <li>Begin to give reasons for these similarities and differences.</li> <li>Make a visual representation or a model of something to represent something they have seen or a process that is difficult to see.</li> <li>Make decisions about which information to use from a wide range of sources and make decisions about how to present their research.</li> <li>Ask/raise their own relevant questions with increasing confidence and independence that can be explored, observed, tested, or investigated further.</li> <li>Carry out simple fair tests with increasing confidence investigating the effect of something on something else.</li> </ul> Other subject links:
<b>Key vocabulary</b>	seeds, bulbs, leaves, roots, flowers, blossom, petals, fruit, trunk, stem, water, light, temperature, growth, healthy	air, nutrients, soil, healthy, transported, life cycle, pollination, seed formation, seed dispersal	classification, key, habitat, environment, shelter, food, protection
<b>Key Scientists</b>	Botanists – Ynes Mexia	George Washington Carver	David Attenborough
<b>Key texts</b>	The Giant Turnip		The Green Planet by Leisa Stewart-Sharpe

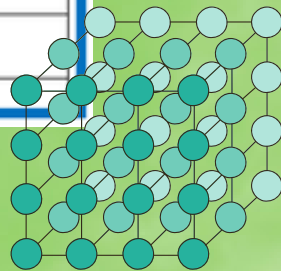
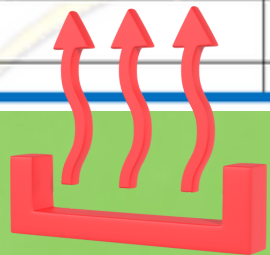
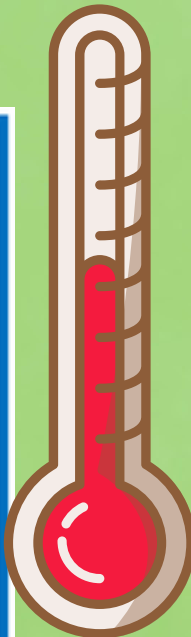


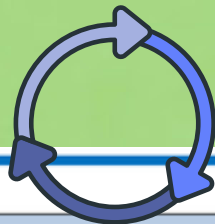
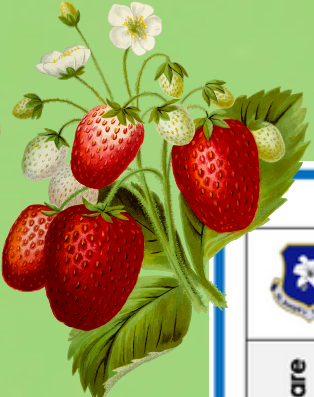


Year 4- Spring 2

States of Matter

	Required prior knowledge	Knowledge to be taught – Endpoint	How knowledge will be built upon
<b>Substantive – what we are learning</b>	Year 3: <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>Classify rocks according to hardness.</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>Recognise that soils are made from rocks and organic matter.</li> <li>Describe the composition of soil.</li> <li>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.</li> </ul> Other subject links:	<ul style="list-style-type: none"> <li>Compare and group materials together, according to whether they are solids, liquids or gases.</li> <li>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</li> </ul> Enrichment:	Year 5: <ul style="list-style-type: none"> <li>Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</li> <li>Use knowledge of solids, liquids, and gases to decide how mixtures might be separated, including through filtering, sieving, and evaporating.</li> <li>Demonstrate that dissolving, mixing and changes of state are reversible changes and recognise everyday situations where dissolving occurs.</li> <li>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible e.g. changes associated with burning and fizzing.</li> <li>Explain how they know when a change is reversible or irreversible.</li> </ul> Other subject links:
<b>Disciplinary – how we are learning if</b>	Year 3: <ul style="list-style-type: none"> <li>Observe and record relationships between structure and function.</li> <li>Act out or make a model of something to represent something in the real world using appropriate scientific vocabulary verbally.</li> <li>Decide ways and give reasons for sorting, grouping, classifying, identifying things/objects, living things, processes or events based on specific characteristics.</li> <li>Observe and record changes /stages over time.</li> <li>Use equipment accurately to improve the detail of their measurements/observations.</li> <li>Help to decide about how to set up a simple fair test and begin to recognise when a test is not fair.</li> </ul> Other subject links:	<ul style="list-style-type: none"> <li><b>Observe</b> closely and classify a range of solids.</li> <li><b>Observe</b> closely and classify a range of liquids.</li> <li>Make gases visible with <b>models</b> e.g. squeezing sponges under water to see bubbles and showing their effect e.g. using straws to blow objects, trees moving in the wind.</li> <li><b>Classify</b> materials according to whether they are solids, liquids, and gases.</li> <li><b>Observe</b> a range of materials changing state by melting e.g. ice, chocolate, butter.</li> <li><b>Comparative/ fair testing:</b> Investigate the melting point of different materials e.g. ice, margarine, butter, and chocolate. <b>Use a thermometer</b> to measure temperatures (link to scientist).</li> <li><b>Comparative/ fair testing:</b> Explore freezing different liquids so they change state e.g. water, tomato ketchup, oil, shampoo by carrying out a simple <b>fair test</b>.</li> </ul>	Year 5: <ul style="list-style-type: none"> <li>Use their developing scientific knowledge and understanding and relevant scientific language and terminology to discuss, communicate and explain their observations.</li> <li>Perform / create simple models to exemplify scientific ideas using scientific terminology where appropriate.</li> <li>Compare and contrast things beyond their locality and use these similarities and differences to help to classify.</li> <li>Observe (including changes over time) and suggest a reason for what they notice.</li> <li>Make their own decisions about what observations to make or measurements to use and how long to take them for (recognising the need for repeat readings on some occasions).</li> <li>Carry out fair tests and other investigations with increasing independence.</li> </ul> Other subject links:
<b>Key vocabulary</b>	rock, strong, weak, smooth, rough, soil, fossil, grain, crystal, hard, soft, permeable, impermeable, magnetic, attract, repel	state, matter, solid, liquid, gas, water vapour, heated, cooled, temperature, degree Celsius, melt, particles, melting point, freeze, freezing point, boil, boiling point	elastic, rigid, flexible, waterproof, absorbent, transparent, opaque, translucent, reflective, solubility, electrical, conductivity, thermal, transparency
<b>Key Scientists</b>	Mary Anning	Anders Celsius	Spencer Silver/ Arthur Fry
<b>Key texts</b>		The River by Valerie Bloom	

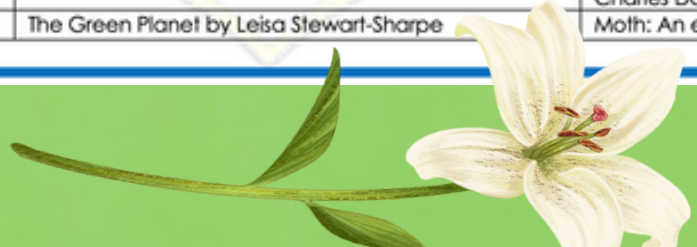
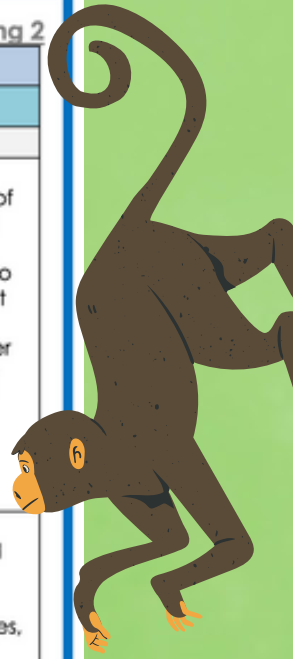


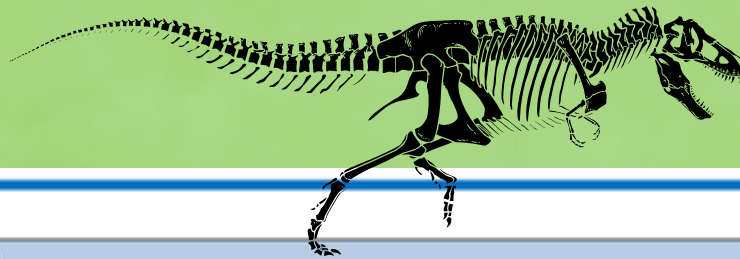


**Year 5- Spring 2**

**Living Things: Lifecycles of plants and animals**

	Required prior knowledge	Knowledge to be taught – Endpoint	How knowledge will be built upon
<b>Substantive – what we are learning</b>	<p>Year 4:</p> <ul style="list-style-type: none"> <li>Recognise that living things can be grouped in a variety of ways.</li> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> <li>Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p><b>Other subject links:</b></p>	<ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect, and a bird.</li> <li>Describe the life process of reproduction in some plants and animals.</li> <li>Name, locate and describe the functions of the main parts of reproductive system of plants (stigma, stamen, petal, sepal, pollen, ovary).</li> </ul> <p><b>Enrichment:</b></p>	<p>Year 6:</p> <ul style="list-style-type: none"> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> </ul> <p><b>Other subject links:</b></p>
<b>Disciplinary – how we are learning it</b>	<p>Year 4:</p> <ul style="list-style-type: none"> <li>Make decisions about which information to use from a wide range of sources and make decisions about how to present their research.</li> <li>Begin to give reasons for these similarities and differences.</li> <li>Discuss ideas and develop descriptions from their observations using relevant scientific language and vocabulary.</li> <li>Observe and record relationships between structure and function or between different parts of a processes.</li> <li>Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.</li> <li>Observe and record changes /stages over time.</li> </ul> <p><b>Other subject links:</b></p>	<ul style="list-style-type: none"> <li><b>Research</b> using secondary sources and, where possible, first-hand observations to find out about the life cycle of a range of animals e.g. mammal, amphibian, insect, and bird.</li> <li><b>Compare and contrast</b> the lifecycles of a mammal, amphibian, insect, and bird.</li> <li>Look for <b>patterns</b> between the size of an animal and its expected life span.</li> <li><b>Observe</b> an animal like Jane Goodall and suggest reasons for what they notice (scientist lesson- see plan).</li> <li><b>Observe</b> the reproductive system of plants.</li> <li><b>Research</b> using secondary sources to find out about pollination.</li> <li>Grow and <b>observe</b> plants that reproduce asexually e.g. strawberries, spider plants, potatoes. Take cuttings from a range of plants e.g. African violet, mint.</li> </ul>	<p>Year 6:</p> <ul style="list-style-type: none"> <li>Research how scientific ideas have developed over time and had an impact on our lives.</li> <li>Compare and contrast things beyond their locality and discuss advantages/ disadvantages, pros/cons of the similarities and differences.</li> <li>Use correct scientific knowledge and understanding and relevant scientific language to discuss their observations and explorations.</li> <li>Explore more abstract systems / functions /changes / behaviours and record their understanding of these.</li> <li>Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact.</li> <li>Identify changes that have occurred over a very long period of time (evolution) and discuss how changes have impacted the world.</li> </ul> <p><b>Other subject links:</b></p>
<b>Key vocabulary</b>	classification, habitat, fish, amphibian, reptile, bird, mammal, insects, vertebrate, invertebrate, seed, petal	life cycle, reproduction, germination, pollination, seed dispersal, pollen, stigma, stamen, sepal, ovary, eggs, live young, offspring	evolution, suited, environment, adaption, characteristic, variation, inheritance, genetics
<b>Key Scientists</b>	David Attenborough	Jane Goodall	Carl Linnaeus/ Telma Laurentino Charles Darwin
<b>Key texts</b>	The Giant Turnip	The Green Planet by Leisa Stewart-Sharpe	Moth: An evolution story by Isabel Thomas





Year 6- Spring 2			
Evolution and Inheritance			
	Required prior knowledge	Knowledge to be taught – Endpoint	How knowledge will be built upon
<b>Substantive – what we are learning</b>	Year 5: <ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect, and a bird.</li> <li>Describe the life process of reproduction in some plants and animals, including sexual and asexual.</li> <li>Find out about different types of reproduction, including sexual and asexual reproduction in plants and sexual reproduction in animals.</li> </ul> Other subject links:	<ul style="list-style-type: none"> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> </ul> Enrichment:	Other subject links:
<b>Disciplinary – how we are learning it</b>	Year 5: <ul style="list-style-type: none"> <li>Evaluate their observations and suggest a further test, offer another question, or make a prediction.</li> <li>Use their developing scientific knowledge and understanding and relevant scientific language and terminology to discuss, communicate and explain their observations.</li> <li>Perform / create simple models to exemplify scientific ideas using scientific terminology where appropriate.</li> <li>Articulate and explain findings from their research using scientific knowledge and understanding.</li> <li>Observe (including changes over time) and suggest a reason for what they notice.</li> <li>Compare and contrast things beyond their locality and discuss advantages/disadvantages, pros/cons of the similarities and differences.</li> </ul> Other subject links:	<ul style="list-style-type: none"> <li><b>Observe</b> features in animals and plants that are passed on to offspring and explore this process by considering the artificial breeding of animals or plants e.g. dogs.</li> <li>Design a new plant or animal to live in a particular habitat using relevant <b>scientific language</b>.</li> <li>Use <b>models</b> to demonstrate evolution e.g. 'Darwin's finches' bird beak activity (scientist lesson- see plan).</li> <li>Use secondary sources to <b>research</b> how the population of peppered moths changed during the industrial revolution.</li> <li>Make <b>observations</b> of fossils to identify living things that lived on Earth millions of years ago. Recap the work of Mary Anning and how this provided evidence of evolution.</li> <li><b>Compare</b> the ideas of Charles Darwin and Alfred Wallace on evolution.</li> </ul>	<ul style="list-style-type: none"> <li>Identify changes that have occurred over a very long period of time (evolution) and discuss how changes have impacted the world.</li> <li>Use correct scientific knowledge and understanding and relevant scientific language to discuss their observations and explorations.</li> <li>Make / perform and use their own versions of simple models to describe and explain scientific ideas.</li> <li>Research how scientific ideas have developed over time and had an impact on our lives.</li> <li>Compare and contrast things beyond their locality and discuss advantages/disadvantages, pros/cons of the similarities and differences.</li> </ul> Other subject links: Science- Electricity research, articulate, scientific evidence
<b>Key vocabulary</b>	life cycle, reproduction, plants, mammal, insect, amphibian, bird, fish, reptile, offspring, fossils	evolution, suited, environment, adaption, characteristic, variation, inheritance, genetics	
<b>Key Scientists</b>	Mary Anning Carl Linnaeus/ Telma Laurentino	Charles Darwin	
<b>Key texts</b>	The Green Planet by Leisa Stewart-Sharpe	Moth: An evolution story by Isabel Thomas	

