

Enquiry 1

Animals including Humans

Animal Growth

Science Skills	In this enquiry you will be:	
Please refer to the skills document and video for guidance on the science skills of Planning Investigations, Presenting and Analysing Data and Evaluation of Investigations, as well as pupil progression in each skill.	Observing Over Time	X
	Noticing Patterns	X
	Grouping and Classifying	X
	Comparative Testing	X
	Researching Using Secondary Resources	X
National Curriculum Knowledge	Key Questions	
1. Notice that animals, including humans, have offspring which grow into adults.	1) Can I describe the life cycle of humans? 2) Can I describe the life cycle of some animals, including insects? 3) Can I say that the offspring of animals grow into adults who produce more offspring?	
2. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	1) Can I describe what animals need to survive? 2) Can I explain why animals need certain things? 3) Can I differentiate between necessary items and desirable ones?	
3. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	1) Can I name some of the nutrient groups in foods? 2) Can I give example of food types for each group? 3) Can I describe the effects on health of under- or overeating?	
4. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	1) Can I describe some of the changes in my body as I exercise? 2) Can I describe how the body changes with regular exercise? 3) Can I identify some of the benefits of doing long-term, regular exercise?	
5. Hygiene Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	1) Can I name some of the small organisms that can make us sick? 2) Can I suggest ways to be hygienic? 3) Can I explain why it is important to be hygienic?	
Previous Knowledge		
Animals including Humans - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. – Pupils may know that they need to wash their hands after using the toilet.		

Enquiry 2 – WEATHER connection

Seasonal Changes

The Seasons

Science Skills	In this enquiry you will be:	
Please refer to the skills document and video for guidance on the science skills of Planning Investigations, Presenting and Analysing Data and Evaluation of Investigations, as well as pupil progression in each skill.	Observing Over Time	X
	Noticing Patterns	X
	Grouping and Classifying	X
	Comparative Testing	X
	Researching Using Secondary Resources	X
National Curriculum Knowledge	Key Questions	
The Seasons Observe changes across the four seasons.	1) Can I name the seasons and put them in the correct order? 2) Can I describe some of the things that happen in each season? 3) Can I identify a particular month with a season?	
Day Length Observe and describe weather associated with the seasons and how day length varies.	1) Can I say that day length in summer is longer than winter? 2) Can I say that different parts of the world have different daylight hours? 3) Can I say that the seasons are opposite in different hemispheres? 4) Can I recognise places as being in the northern or southern hemispheres?	
Weather Around the World Observe and describe weather associated with the seasons and how day length varies.	1) Can I describe different types of weather? 2) Can I associate types of weather with particular seasons?	
Weather Review (1.7) Observe changes across the four seasons.	1) Can I name the seasons and put them in the correct order? 2) Can I describe some of the things that happen in each season? 3) Can I identify a particular month with a season?	
Observe changes across the four seasons (1.16) Observe and describe the weather associated with the seasons and how day length varies.	1) Can I name the seasons and put them in the correct order? 2) Can I describe some of the things that happen in each season? 3) Can I identify a particular month with a season?	
Observe changes across the four seasons.		
Pupils may know that it gets colder in the winter, and darker earlier in the day, and warmer in the summer and the days are longer.		

Enquiry 3 – WEATHER connection

Everyday Materials

Science Skills	In this enquiry you will be:	
Please refer to the skills document and video for guidance on the science skills of Planning Investigations, Presenting and Analysing Data and Evaluation of Investigations, as well as pupil progression in each skill.	Observing Over Time	
	Noticing Patterns	X
	Grouping and Classifying	X
	Comparative Testing	X
	Researching Using Secondary Resources	
National Curriculum Knowledge	Key Questions	
<p>Introduction to Materials</p> <ol style="list-style-type: none"> 1) Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. 2) Compare and group together a variety of everyday materials on the basis of their simple physical properties. 3) Describe the simple physical properties of a variety of everyday materials. 4) Distinguish between an object and the material from which it is made. 	<ol style="list-style-type: none"> 1) Can I identify materials? 2) Can I identify the materials from which objects are made? 3) Can I describe the properties of materials? 4) Can I make suggestions for materials to make objects based on properties? 	
<p>Testing Materials</p> <ol style="list-style-type: none"> 1) Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. 2) Compare and group together a variety of everyday materials on the basis of their simple physical properties. 3) Describe the simple physical properties of a variety of everyday materials. 4) Distinguish between an object and the material from which it is made. 	<ol style="list-style-type: none"> 1) Can I link the physical features of materials to their properties? 2) Can I make suggestions for materials to make objects based on properties? 	
<p>Other Properties of Materials</p> <ol style="list-style-type: none"> 1) Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. 2) Compare and group together a variety of everyday materials on the basis of their simple physical properties. 3) Describe the simple physical properties of a variety of everyday materials. 4) Distinguish between an object and the material from which it is made. 	<ol style="list-style-type: none"> 1) Can I link the physical features of materials to their properties? 2) Can I make suggestions for materials to make objects based on properties? 	
Previous Knowledge		
Pupils may be able to recognise what various objects are made from.		

Enquiry 4 – Discrete Plants

Science Skills	In this enquiry you will be:	
Please refer to the skills document and video for guidance on the science skills of Planning Investigations, Presenting and Analysing Data and Evaluation of Investigations, as well as pupil progression in each skill.	Observing Over Time	X
	Noticing Patterns	X
	Grouping and Classifying	X
	Comparative Testing	X
	Researching Using Secondary Resources	
National Curriculum Knowledge	Key Questions	
Planting (pzaz 1.10) Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	1) Can I list the conditions plants need to grow? 2) Can I identify some plants that have bulbs, and some that have seeds? 3) Can I say another type of plant that does not grow from seed or bulb?	
Identifying Plants (pzaz 1.14) 1) Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. 2) Identify and describe the basic structure of a variety of common flowering plants, including trees.	1) Can I identify leaves I have collected? 2) Can I describe the difference between deciduous and evergreen trees? 3) Can I identify the parts of plants?	
Previous Knowledge		
Pupils may be able to recognise what various objects are made from.		

Enquiry 5 – Discrete Plants

Science Skills	In this enquiry you will be:	
Please refer to the skills document and video for guidance on the science skills of Planning Investigations, Presenting and Analysing Data and Evaluation of Investigations, as well as pupil progression in each skill.	Observing Over Time	X
	Noticing Patterns	X
	Grouping and Classifying	
	Comparative Testing	X
	Researching Using Secondary Resources	X

National Curriculum Knowledge	Key Questions
<p>This lesson is merely used to set up the plant growth needed to produce data obtained over a period.</p> <p>Explain to pupils that sometimes experiments can take some time because you do not get instant results. When we study plants, there is a necessity to allow the plants time to grow, and they are observed over this time.</p> <p>Weekly, pupils will observe their plants and record their data as well as take photographs of each prepared bag or pot. It is crucial that each bag or pot is correctly labelled so pupils can accurately assign the data to the condition in which the plants are placed. ‘Windowsill’ refers to anywhere where the plant can get plenty of light.</p> <p>Have pupils write the lesson title of lesson 2.14 in their books, leave room for the knowledge they need to learn and then have them draw their results tables. They will complete the results table once a week until enough data is obtained to analyse it.</p> <p>It is suggested that you set up 2 bags for each condition to avoid the experiment overcrowding your classroom.</p> <p>The results will be analysed in Lesson – Plant Growth.</p>	

<ol style="list-style-type: none"> 1) Observe and describe how seeds and bulbs grow into mature plants. 2) Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	<ol style="list-style-type: none"> 1) Can I describe how seeds and bulbs grow? 2) Can I identify the conditions needed for plants to germinate? 3) Can I identify the conditions needed for plants to grow and remain healthy?
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Previous Knowledge
<p>Plants - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Plants - Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Plants - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p>