

Enquiry 1 - Cycle 2

Animals including Humans

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	
	Researching Using Secondary Resources	X
National Curriculum Knowledge	Key Questions	
1) Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. 2) Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	1) Can I identify types of animals? 2) Can I name some animals in each type? 3) Can I describe some of the features of each type of animal? 4) Can I classify an animal from information I'm given about their features?	
1) Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. 2) Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	1) Can I describe the difference between a carnivore, herbivore and omnivore? 2) Can I give examples of carnivores, herbivores and omnivores? 3) Can I associate certain types of teeth with the diet of an animal?	
1) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	1) Can I produce a labelled drawing of the human body? 2) Can I identify the parts of the body associated with each sense? 3) Can I identify some factors which affect taste?	
1) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	1) Can I say that the skin is the part of the body responsible for the touch sense, and the nose for smell?	
Previous Knowledge		
Pupils should be able to name the main external parts of the body.		

Enquiry 2 –

History Maker in Science

Enquiry 3

Living Things and Their Habitats – Strong link to Penguins

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	
	Researching Using Secondary Resources	X
National Curriculum Knowledge	Key Questions	
Dead or Alive 1) Explore and compare the differences between things that are living, dead, and things that have never been alive.	<ul style="list-style-type: none"> • Can I classify things as alive, dead or never been alive? • Can I explain some of the differences between something that is alive, dead, or never been alive? 	
Habitats and Adaptations 1) 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	<ul style="list-style-type: none"> • Can I name different types of habitats? • Can I identify some of the plant and animal life that inhabit these habitats? • Can I explain how these living things are adapted to their habitat? 	
Living Things and Their Habitats 1) 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.	<ul style="list-style-type: none"> • Can I identify some of the foods that different animals eat? • Can I classify animals as carnivores, herbivores and omnivores? • Can I construct simple food chains? 	
Previous Knowledge		
Pupils may be able to identify animals as well as pets and know that rocks don't breathe. Pupils may know that lions eat zebras, and cows and sheep eat grass. Animals including Humans - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).		

Enquiry 4 –

Science of Sounds in WW1

Enquiry 5 – Link to Seaside

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	
	Grouping and Classifying	X
	Comparative Testing	X
	Researching Using Secondary Resources	X
National Curriculum Knowledge	Key Questions	
Changing Materials Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	1) Can I link the physical features of materials to their use? Can I make suggestions for materials to make objects based on properties?	
Material Strength Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	1) Can I describe some the properties of materials? 2) Can I link the properties of a material to its suitability for a particular use?	
Ship Building Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	1) Can I describe some the properties of materials? 2) Can I link the properties of a material to its suitability for a particular use?	
Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	1) Can I describe some the properties of materials? 2) Can I link the properties of a material to its suitability for a particular use?	
Previous Knowledge		
EYFS – Pupils may be able to recognise what various objects are made from. Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials based on their simple physical properties.		

Enquiry 6 –

What do Scientists tell us about Pompeii?