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| **Discovering Two:** Why do things grow?  **EYFS and Y1 (Lower KS1 Science Project Two)**  *Combined focus elements with RSE- naming body parts, how people grow and changes that happen as we get older.* | |
| **What should I already know? Year One Children**   * Living things and their habitats (key terms vertebrate and invertebrate, carnivore, omnivore, herbivore and animal classification- fish, amphibians, reptiles, mammals and birds). * Basic needs of humans and animals (food, shelter, warmth) * Water cycle and food chains * Differences between things that are alive, dead and have never been alive | **Key Knowledge**  **Label the basic parts of the body associated with each of the five senses**    **Understand that animals produce offspring which grow and change over time**  Chicken Life Cycle  Jeremy Vine on Twitter: "Is this "Eatwell" plate still part of official NHS  eating guidance? It looks all wrong to me. In fact it looks calamitous for  people desperately trying to lose  Animals, including people, need different things to survive. Humans need food, water, shelter and love. Exercise and eating a healthy diet are also important.  describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.  **growth and development of plants**  Art:A bean is the seed of a bean plant. When the seed germinates ...  observe and describe how seeds and bulbs grow into mature plants  find out and describe how to help a plant thrive, including knowledge of how plants need water, light and a suitable temperature to grow and stay healthy.  Oak sells for mighty prices at auction | News | The Times  Foxglove Flowers: How To Grow Foxglovesidentify and name four different common British trees (beech, oak, silver birch, hazel), six common Cornish flowers (daffodil, cow parsley, bluebells, gorse, lily of the valley, foxgloves) and more than a dozen vegetables which can be grown in the UK.  **Scientific Processes**  The 9 Stages of Human Development  Describe how animals (including humans) grow through different stages- baby, toddler, child, teenager, adult.  Describe how a plant produces a seed which then grows into another plant and the stages in this development.  Label simple different parts of a flower and understand the role of bees in pollination.  Describe the changes that occur over the year in deciduous trees and how these differ to evergreen trees. |
| **Key Vocabulary**   |  |  | | --- | --- | | **Key Term** | **Definition** | | pupa | an insect in its inactive form between larvae and adult | | spawn | the eggs of fish or frogs | | tadpole | the tailed larvae of an amphibian | | reproduction | the production of offspring | | offspring | children or young | | seed | the unit of reproduction of a flowering plant which can grow into another of the same plant | | sapling | a young tree | | pollination | the transfer of pollen from one plant to another | | petal | the coloured leaves that make up a flower | | anther | the part of a stamen that contains the pollen | | stamen | the pollen producing part of a flower | | pollen | tiny yellow grains made by the stamen | | roots | the part of the plant which attaches it to the ground and passes water/nutrients to the rest of the plant | | deciduous | a tree which sheds its leaves annually | | evergreen | a tree which keeps its leaves all year round | |
| **Scientific Skills**   * Test how different conditions (e.g. lack of light, too much water, no soil) affect growth of plants. * Identify own factors which may affect growth and conduct own experiment using a control plant as a comparator. * Suggest ways to find answers to their own questions * Record observations, noting changes in development over time in the growth of a plant and an animal |
| **Key Experiences**  Visit to local farm  Baby and grown animals visit to school (lambs and sheep, calf and cow)  Hatching chicks from eggs, watching tadpoles change into frogs, raising a caterpillar into a butterfly  Meeting a baby and a pregnant mum  Grow your own fruits and vegetables to eat! |