Science

	Big Idea: Change					
	ASPECT: Living Things					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them. Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. Working scientifically Observe closely, using simple equipment. Use their observations and ideas to suggest answers to questions.	Working scientifically Observe closely, using simple equipment. Ask simple questions and recognise that they can be answered in different ways. Plants Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Working scientifically Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Identify differences, similarities or changes related to simple scientific ideas and processes. Plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Living things & their habitats Recognise that environments can change and that this can sometimes pose dangers to living things. Animals, including humans Construct and interpret a variety of food chains, identifying producers, predators and prey.	Working scientifically Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Animals, including humans Describe the changes as humans develop to old age.	Evolution & inheritance Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.

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Skills	Describe, following observation, how plants and animals change over time.	Observe and describe how seeds and bulbs change over time as they grow into mature plants.	Draw and label the life cycle of a flowering plant.	Explain how unfamiliar habitats, such as a mountain or ocean, can change over time and what influences these changes.	Describe the changes as humans develop from birth to old age.	Explain that living things have changed over time, using specific examples and evidence.
Knowledge	All living things (plants and animals) change over time as they grow and mature.	Plants grow from seeds and bulbs. Seeds and bulbs need nutrients from soil, water and warmth to start growing (germinate). As the plant grows bigger, it develops leaves and flowers.	Flowers are important in the life cycle of flowering plants. The stages of a plant's life cycle include germination, flower production, pollination, fertilisation, seed formation and seed dispersal. Insects and the wind can transfer pollen from one plant to another (pollination). Animals, wind, water and explosions can disperse seeds away from the parent plant (seed dispersal).	Habitats change over time, either due to natural or human influences. Natural influences include extreme or unseasonable weather. Human influences include habitat destruction or pollution. These changes can pose a risk to animals and plants that live in the habitat.	Humans go through characteristic stages as they develop towards old age. These stages include baby, infant, toddler, child, adolescent, young adult, adult and senior citizen. Puberty is the transition between childhood and adulthood.	Scientists compare fossilised remains from the past to living species that exist today to hypothesise how living things have evolved over time. Humans and apes share a common ancestry and evidence for this comes from fossil discoveries and genetic comparison.
Topic / Coverage	Dinosaur Planet The Enchanted Woodland	The Scented Garden	Tribal Tales	Blue Abyss	Time Traveller	Weekly Science Lessons – Evolution