

Autumn – Cycle B – KS1

Prior Learning – EYFS – PSED curriculum

- try new activities and look after their basic hygiene needs
- learning about the importance of good oral hygiene
- knowledge of looking after their hygiene as they explore the importance of handwashing

Project: Humans	Learning Objective	Skills	Knowledge	Resources
Engage Lesson 1	To create a human timeline showing the different stages of growth.  <b>notice that animals, including humans, have offspring which grow into adults</b>	Identify common features and compare similarities and differences.  Observe changes over time between the baby photos and current ones	Understand that humans change over time. There are four main stages of growth that humans develop through.	
Develop Lesson 2	To sort healthy foods and understand healthy amounts relative to food type.  <b>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</b>  <b>describe the importance for humans of exercise, eating the right amounts of</b>	Evaluating the nutritional value of different foods.  Applying understanding of what makes a healthy diet.	Understand what foods are healthy but moderation is important. Any food can be bad for you if too much is consumed.	•

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## Lesson Breakdown - Science



	<b>different types of food, and hygiene</b>			
Engage Lesson 3	To understand the importance of exercise and design their own circuit.  <b>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</b>	Ask scientific questions.  Suggest ways to investigate these questions.	Understand that keeping physically fit is an important part of human life and that exercise is vital for a healthy lifestyle.	•
Develop Lesson 4	To understand the importance of keeping clean and how to do this daily.  <b>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</b>	Ask scientific questions.  Suggest ways to investigate these questions.  Applying scientific knowledge to own life experiences.	Understand the importance of personal hygiene and the negative effects that can be seen on the body if this is ignored (e.g. tooth decay, body odour).	
Innovate Lesson 5	To design a timetable of the day that shows healthy choices for food, exercise and hygiene.  <b>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</b>	Ask scientific questions.  Suggest ways to investigate these questions.  Applying scientific knowledge to own life experiences.	Children understand that all of the covered areas work together to build a healthy lifestyle.  Understand what foods are healthy but moderation is important. Any food can be bad for you if too much is consumed. Understand that keeping physically fit is an important part of human life and that exercise is vital for a healthy lifestyle. Understand the importance of personal hygiene and the negative effects that can be seen on the body if this is ignored (e.g. tooth decay, body odour).	

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Express Lesson 6: Assessment	To be able to recall knowledge from this project.	n/a	n/a	n/a
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<b>Key Vocabulary:</b>							
beans	bread	describe	exercise	fruit	high in fat	pasta	similar
beans	compare	different	fish	healthy	meat	potatoes	sugar
beating	dairy	egg	food	heart	milk	rice	vegetables

Prior Learning - EYFS

- explore the natural world and find out about the plants and animals in their local environment
- introduced to the terms 'carnivore' and 'herbivore' when studying the diets of animals
- identify common features of animals
- explore their local environment to find out about living things and the places in which they live

Project: <u>Living things</u> and their <u>habitats</u>	Learning Objective	Skills	Knowledge	Resources
Engage Lesson 1	To recall the seven life processes.  <b>explore and compare the differences between things that are living, dead, and things that have never been alive</b>	Apply previously taught learning.	Life processes: These are the 7 processes all living things do - movement, reproduction, sensitivity, nutrition, excretion, respiration and growth.	
Develop Lesson 2	To classify things as living, dead or never alive.  <b>explore and compare the differences between things that are living, dead, and things that have never been alive</b>	Discuss the features of those things that are living, dead and have never been alive.  Find, classify and label specimens into categories.	Understand that living things exhibit the 7 life processes. Dead things no longer (but previously have) exhibited this.  Never alive things have never exhibited all 7 life process. Some may be visible (e.g. movement in a toy) but not all.	•
Engage Lesson 3	To explore different habitats and explain how these meet the needs of the animals and plants that live there.	Understand that different habitats provide for the basic needs of different kinds of living things.	Understand that a habitat is the environment where a plant or animal lives.	•

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	<p><b>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</b></p>			
Develop Lesson 4	<p>To explore microhabitats and explain how these meet the needs of the animals and plants that live there.</p> <p><b>identify and name a variety of plants and animals in their habitats, including microhabitats</b></p>	<p>Understand that different habitats provide for the basic needs of different kinds of living things.</p> <p>Understand that there are a varied amount of microhabitats with different features and conditions.</p>	<p>Understand that a microhabitat is a habitat which is of small or limited extent and which differs in character from some surrounding more extensive habitat.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
Develop Lesson 5	<p>To understand different food chains in different habitats.</p> <p><b>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</b></p>	<p>Understand what is meant by a food chain.</p> <p>Understand that living things need other living things to survive.</p>	<p>Understand that a food chain is a series of organisms each dependent on the next as a source of food.</p>	
Innovate Lesson 6	<p>To design their own animal that would be able to live in the local habitat.</p>	<p>Ask and answer their own scientific questions.</p>	<p>Understand that a food chain is a series of organisms each dependent on the next as a source of food.</p>	

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	<p>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</p> <p>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</p>	<p>Understand what is meant by a food chain.</p> <p>Understand that living things need other living things to survive.</p> <p>Understand that different habitats provide for the basic needs of different kinds of living things.</p>		
Express Lesson 7: Assessment	To be able to recall knowledge from this project.	n/a	n/a	n/a

Key Vocabulary:

categories	dark	dry	food chain	habitat	microhabitat	predator	savannah
classification	dead	features	gets rid of waste	light	needs air	rainforest	tundra
damp	dependence	feeds	grows	living	never been alive	reproduces	wet