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| **SUBJECT: Science** | **YEAR: A** | **TERM: Autumn 1** | | **YEAR GROUP: 1** |
| **KEY QUESTION: What are the differences between animals and humans?** | | | | | |
| **PREVIOUS KNOWLEDGE** *We would expect most children to already be able to:*   * *Most children will have had the opportunity to explore the natural world around them, making observations and drawing plants and animals.* | | | | | |
| **End of Unit Objectives** | | | | | |
| *Some children will not yet have met what is expected and show they are* ***emerging*** *because they can:* | *Most children will show that they have reached the* ***expected***  *level because they can:* | | | *Some children will have gone beyond the expected level and show that they are* ***exceeding***  *because they can:* |
| What are the differences between living and non-living things? | | | | |
| With support, I can explore the differences between things that are non-living, living and dead. | I can explore and begin to compare the differences between things that are non-living, living and dead. | | | I can begin to identify and explain the characteristics that differentiate things between non-living, living and dead. |
| What is a habitat? | | | | |
| With support, I can identify the names of some habitats. | I can identify and begin to describe a variety of habitats. | | | I can identify and describe a variety of habitats and can give an example of a local and global habitat. |
| Why are different habitats important? | | | | |
| I understand that there are different types of habitat. | I can explain why a habitat is suitable for a specific plant or animal. | | | I can begin to explain why habitats are more suited to different species based on their needs. |
| How are habitats able to provide for the animals and plants that live there? (food chains) | | | | |
| I can begin to observe and describe how a habitat can meet the needs of an animal or plant. | I can observe and describe how habitats can meet the needs of different types of animals and plants. | | | I can begin to make links between different animals and plants within a habitat and the importance of this. |
| How do plants and animals adapt to their environment? | | | | |
| With support, I can suggest a way in which an animal or plant is adapted to its environment. | I can identify ways that some different plants and animals may be adapted to suit their environment. | | | I can identify and explain how a variety of animals and plants adapt to suit their environment and can begin to suggest why this is important. |
| How do plants and animals adapt to their environment? (Diorama) | | | | |
| With support, I can make a diorama to show a habitat, including the plants and animals that live there. | I can make a diorama to show a habitat, including the plants and animals that live there. | | | I can make a diorama to show a habitat, including the plants and animals that live there and can discuss how these animals have adapted to their environment. |
| What habitats can we find in our local area? (investigation) | | | | |
| With support I can use observation and investigation to find out what living things can be found in the local environment. | I can use observation and investigation to find out what living things can be found in the local environment and begin to suggest why this habitat is suitable for this plant/animal. | | | I can use observation and investigation to find out what living things can be found in the local environment and make suggestions as to why this habitat is suitable for this plant/animal. |
| Scientific vocabulary | | | | |
| Living  Dead  Non-living  Habitat | Living things  Food chain  Diorama | | | Environment  Adaptation  Predator  Prey |
| **ASSESSMENT OPPORTUNITIES – What are children aiming for?**  *Children will be able to demonstrate their learning through:*   * Questioning to gather deeper understanding * Verbal responses * Practical activities | | | | | |
| **ENRICHMENT OPPORTUNITIES –**  **What can we give children along the journey to help them remember more?**  *We will endeavour to include:*   * Practical activities allowing the children to put what they have learnt into practice * Visit to the local area to observe local wildlife * Quality videos / interactive games and quizzes | | | **CROSS-CURRICULAR LINKS –**  **What links can we make to help children make sense of what we want them to know and be able to do?**  *This itinerary fits with our other learning through:*   * Art/design – to create a diorama of a habitat * Forest school – to explore various different habitats within a forest school setting. | | |