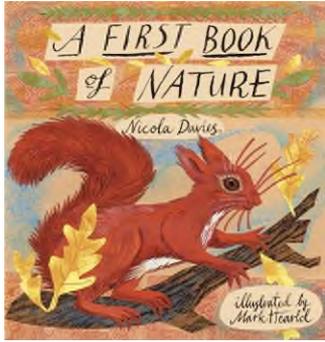
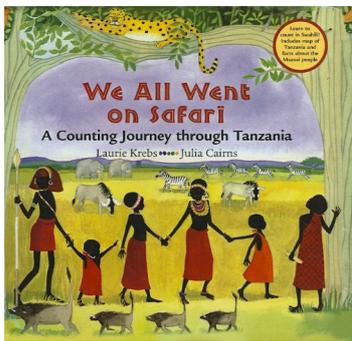
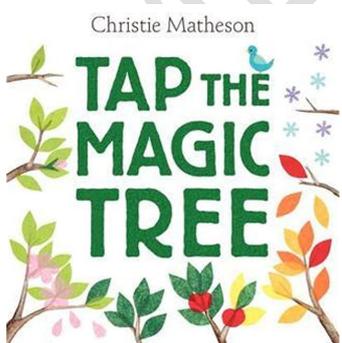
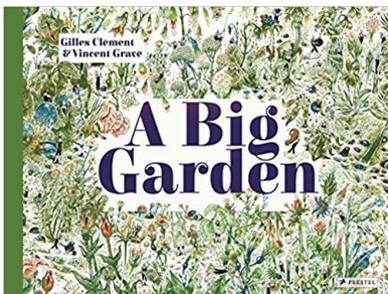
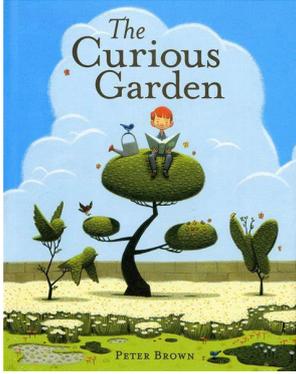
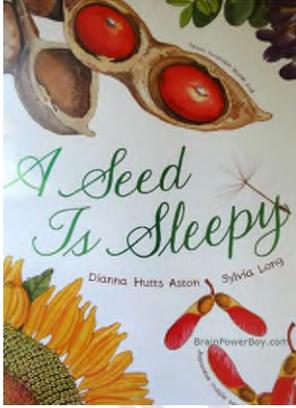
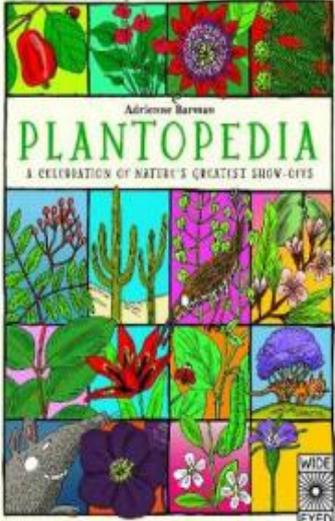
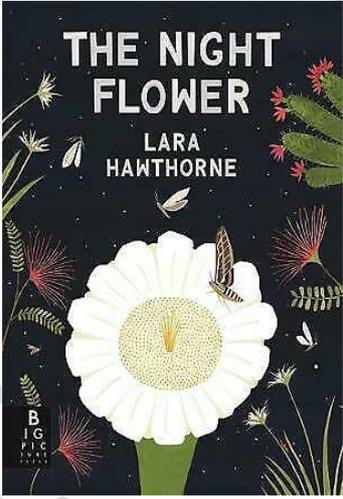
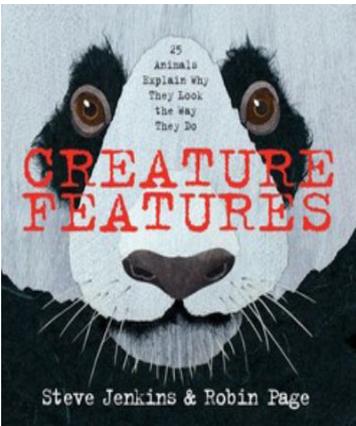
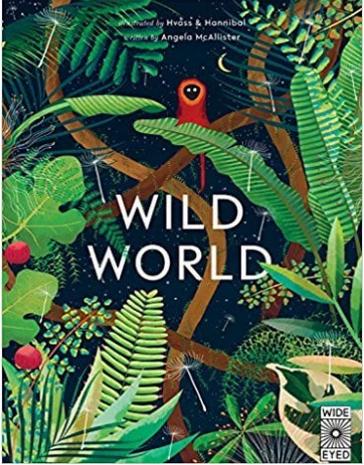
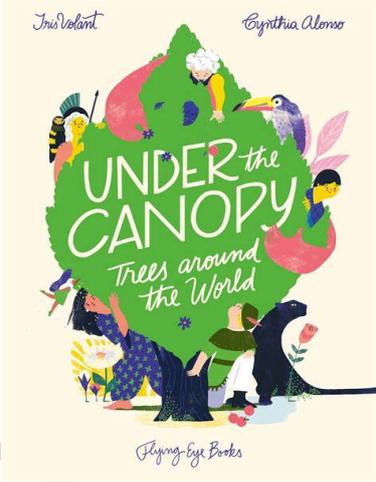
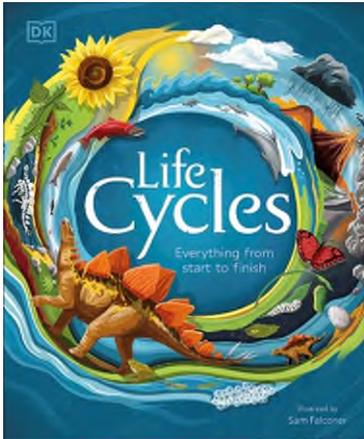
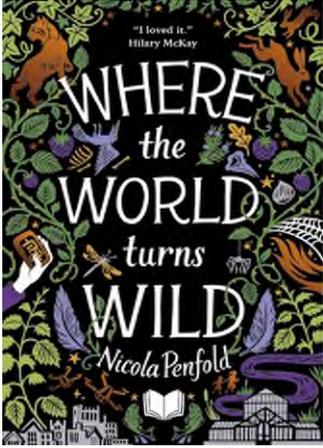
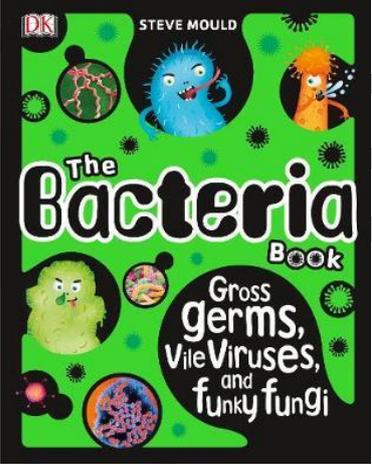
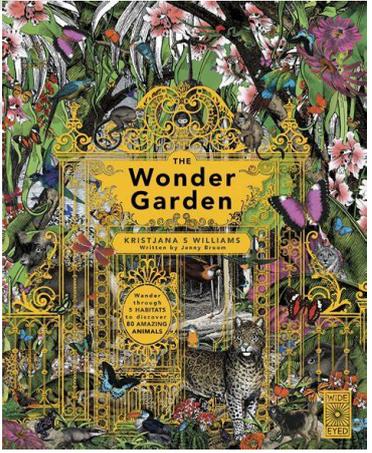


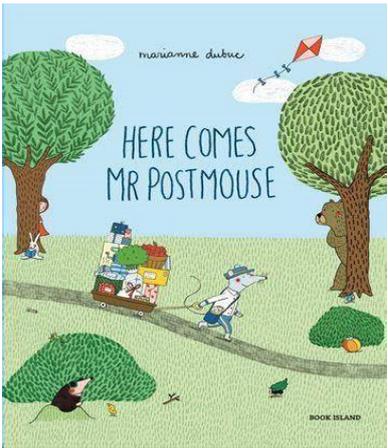
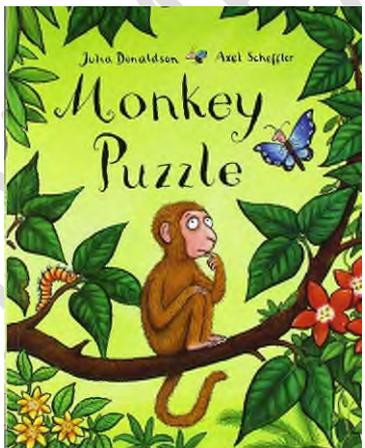
Year group	Book	Objectives and Key Questions
EYFS		
The Understanding of the World: Explore, observe and draw		<ul style="list-style-type: none"> • Features of their own immediate environment • Observations on animals and plants. • Changes (seasonal) • Why some things occur.
The Understanding of the World: Contrasting Environment		<ul style="list-style-type: none"> • Observations on animals and plants.
The Understanding of the World: The changing seasons		<ul style="list-style-type: none"> • Changes (seasonal) • Why some things occur.
Year 1		
Plants		<ul style="list-style-type: none"> • Identify and name a variety of common and wild garden plants. • Observe changes across the four seasons. <p>Are plants alive? How do plants change over time?</p>

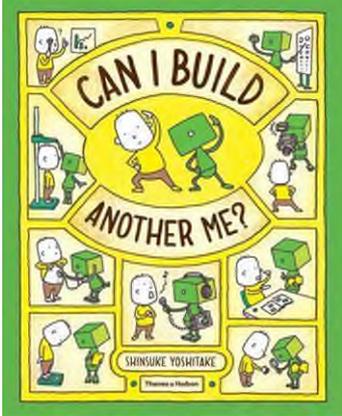
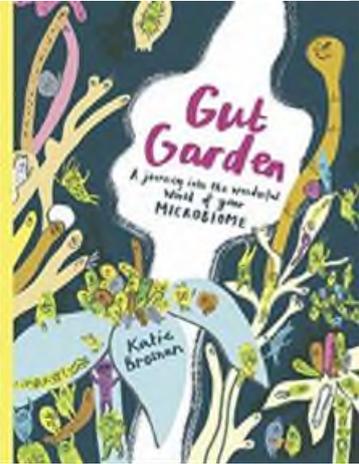
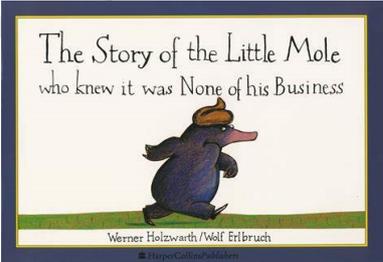
<p>Year 2</p>		
<p>Plants</p>	 	<ul style="list-style-type: none"> • Observe and describe how seeds grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>Dormant seeds. If a seed hasn't grown for 10 years, is it alive?</p>

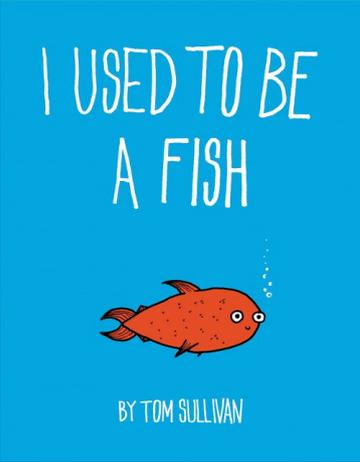
Year 3		
Plants	 	<ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots; stem/trunk; leaves; and flowers. • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. • Investigate the way in which water is transported within plants. • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>Why are plants important to the world?</p> <p>Is it a good thing to introduce a new plant to a country it doesn't grow naturally?</p>
Year 2		
Living Things and their Habitats		<ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults. • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

		<p>A consumer is the most important link in a food chain. Do you agree or disagree?</p> <p>What is alive, dead or was never alive?</p>
<p>Year 4</p>		
<p>Living Things and their Habitats</p>		<ul style="list-style-type: none"> • Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Recognise that environments can change and that this can sometimes pose dangers to living things. <p>Are all changes to habitats negative?</p>
<p>Year 5</p>		
<p>Living Things and their Habitats</p>		<ul style="list-style-type: none"> • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals. <p>Do all lifecycles look the same?</p> <p>What happens when habitats change?</p>

		
<p>Year 6</p>		
<p>Living Things and their Habitats</p>	 	<ul style="list-style-type: none"> • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. • Give reasons for classifying plants and animals based on specific characteristics. <p>Are all bacteria harmful?</p>
<p>Year 1</p>		
<p>Animals, including humans</p>		<ul style="list-style-type: none"> • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

		<ul style="list-style-type: none"> • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Delivery driver delivering scientifically accurate meals for the animals. **address misconceptions!</p> <p>Why are animal and human bodies different?</p>
<p>Year 2</p>		
<p>Animals, including humans</p>		<ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults. • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Are conservation areas and artificial environments (farms) positive or negative to our world?</p>
<p>Year 3</p>		
<p>Animals, including humans</p>		<ul style="list-style-type: none"> • Identify that animals, including humans, need the right types and amount of nutrition, and that they

		<p>cannot make their own food – they get nutrition from what they eat.</p> <ul style="list-style-type: none"> Identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p>Do living things need different things to survive?</p> <p>How can doctors replace a hip bone?</p>
<p>Year 4</p>		
<p>Animals, including humans</p>	 	<ul style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey. <p>What do our bodies do with the food we eat?</p>
<p>Year 5</p>		
<p>Animals, including humans</p>		<ul style="list-style-type: none"> Describe the changes as humans develop to old age. <p>Why and how do our bodies change at different times in our lives? Why might these differ between people?</p>

<p>Year 6</p>		
<p>Animals, including humans</p>		<ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • Describe the ways in which nutrients and water are transported within animals, including humans. <p>If you choose harmful lifestyle choices, should you be entitled to an organ transplant?</p>
<p>Evolution and inheritance</p>		<ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p>Should parents be able to choose the characteristics of their children whilst in the embryo?</p>