

# Leintwardine Endowed CE Primary School Learning Journey Itinerary

## 'Letting Our Light Shine'

SUBJECT : Science

YEAR : A

TERM : Spring 2

YEAR GROUPS : 1 / 2

### Key Question: Is a chick the same as a human?

Previous Knowledge – We would expect children to already be able to:

Know that humans and animals change as they grow

Have been introduced to the lifecycles of humans and frogs and/or chicks in EYFS

Know that they have changed since they were a baby and will continue to change as they get older

### END OF UNIT OBJECTIVES

Some children will not yet have met what is expected and will show that they are **emerging** because they can:

identify and match some animal offspring and their adult forms. With support, they can describe how the adults have their young. name and order the main life cycle stages of at least one animal. With support, they can describe the features of each stage.  
sort and classify objects (animals) into simple groups with support. With guidance, they start to use scientific language to talk about their findings.  
With support, identify some ways that humans grow and develop through each life cycle stage.  
name the three basic needs of all animals to survive. With support, they can describe the specific needs of a given animal.  
notice what happens when we do exercise and, with support, talk about the importance of exercise for the human body.  
With support, identify some foods according to the basic food groups. They can start to explain how to be hygienic.

Most children will show that they have reached the **expected** level because they can:

identify and match several animal offspring and their adult forms.  
describe the main characteristics of the offspring found in different animal groups.  
describe the main stages of at least two different animal life cycles. They start to compare these life cycles.  
identify several ways that humans grow and develop through each life cycle stage.  
name the three basic needs of all animals to survive. They can describe the specific needs of a given animal.  
describe the effects of exercise and begin to explain the importance of exercise for the human body.  
identify several foods according to the basic food groups and can talk about the importance of a balanced diet. They can explain how to be hygienic and why this is important.

Some children will have gone beyond the expected level and will show that they are **exceeding** because they can:

identify and match a wide range of animal offspring and their adult forms. They can describe, in detail, the key characteristics of the offspring found in different animal groups.  
describe the main stages of at least three different animal life cycles. They can suggest multiple similarities or differences when comparing these life cycles.  
independently identify multiple ways that humans grow and develop through each life cycle stage.  
name the three basic needs of all animals to survive. independently describe the specific needs of a given animal in detail.  
confidently describe the effects of exercise and explain the importance of exercise for the human body.  
identify a range of foods according to the basic food groups and can talk about the importance of a balanced diet. They can confidently explain how to be hygienic and why this is important.

**ASSESSMENT OPPORTUNITIES:** Written work Observations Discussions

### ENRICHMENT OPPORTUNITIES

#### Helping children to remember more

Investigations using scientific equipment.

Practical experiences – observing, making, recording.

Time to share and compare their investigations with peers and draw overarching conclusions.

### SUBJECT SPECIFIC

#### VOCABULARY

Offspring, Bird, Reptile, Mammal, Amphibian, Fish, Adult, Metamorphosis, Reproduction, Live Young, Life cycles, Diet, Disease, Exercise, Germs, Heart Rate, Hygiene, Nutrition, Pulse, Balanced Diet, Baby, Toddler, Child, Teenager, Adult, Survival, Hatch, Hatchling, Carnivore, Herbivore, Omnivore.

### CROSS-CURRICULAR LINKS

Links that we can make to help children make sense of what we want them to know and be able to do.

English – taking information from non-fiction texts.

English – writing their own non-fiction tests.

PE – raising heart rate experiment.