

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: How do we change throughout our lives?

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

Name parts of the human anatomy

Identify ways the body changes over time from their own experience and observation.

END OF UNIT OBJECTIVES

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

Can I name the 6 stages of human development and explain some changes that occur?
 Can I know that embryos and fetuses grow and develop in the womb?
 Can I use key vocabulary to describe gestation in humans?
 Can I explain the needs of a human baby and begin to compare it to those of other mammals?
 Can I describe the stages of development that occur during childhood?
 Can I explain some of the changes that occur inside and outside the body at the start of puberty?
 Can I correctly identify the parts of the body that change during puberty?
 Can I explain some of the ways in which boys and girls bodies start to differ during puberty?
 Can I identify some ways in which the body changes during old age?

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

Can I name the 6 stages of human development and explain changes that occur?
 Can I explain how embryos and fetuses grow and develop in the womb?
 Can I define and use key vocabulary to describe gestation in humans?
 Can I compare the needs of a human baby to those of other mammals?
 Can I describe the stages of development that occur during childhood?
 Can I explain the initial changes that occur inside and outside the body at the start of puberty?
 Can I correctly identify the parts of the body that change during puberty?
 Can I explain some of the ways in which boys and girls' bodies start to differ during puberty?
 Can I explain some ways in which the body changes during old age?

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

Can I name and compare the 6 stages of human development?
 Can I explain how embryos and fetuses grow and develop in the womb?
 Can I define and use key vocabulary to describe gestation in humans?
 Can I compare the needs of a human baby to those of other mammals?
 Can I describe and compare the stages of development that occur during childhood?
 Can I explain the initial changes that occur inside and outside the body at the start of puberty?
 Can I correctly identify the parts of the body that change during puberty and explain those changes?
 Can I explain the ways in which boys and girls bodies start to differ during puberty?
 Can I explain some ways in which the body changes during old age, dispelling myth from facts?

ASSESSMENT OPPORTUNITIES

ENRICHMENT OPPORTUNITIES

Helping children to remember more

Ask chn to bring in pictures of themselves as babies to be able to relate these changes to their own lives.

SUBJECT SPECIFIC VOCABULARY

Egg, sperm, fetus, baby, toddler, child, teenager, adult, old age, development, growth, human, infancy, childhood, adulthood, adolescence, prenatal, baby, growth, height, mass, gestation, womb, pregnancy, sperm cell, egg cell, bladder, penis, testes, uterus, ovary, vagina, embryo, vulva, fertilised egg cell.

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.
 Maths – plotting and interpreting data