National curriculum objectives:

I can notice that animals, including humans, have offspring which grow into adults.

I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Strand of science: Biology  	**Unit of science: Animals including humans.**	**Significant Scientist: Elizabeth Garrett Anderson**
Unit enquiry question: How can living things stay healthy?	**Endpoint of the unit: Sharing of learning / presentation**	
Science conversation station experiment:	**Jobs and careers associated to this strand of science:** • **Wildlife Biologist** • **Vet** • **Fitness instructor**	

Working scientifically skill	**Indicative content**	**Outcomes -Knowledge the children will know.**	**Enquiry type:**
I know that questions can be answered in different ways. I can talk about what I have found out.(Verbal and written communications)	L1 - Who is a significant scientist and what have they contributed? • Talk about our significant scientist for this unit. • Discuss and research key facts and information related to contributions and significance,	• **Children will know who Elizabeth Garret Anderson is and what her significant scientific contributions were.** • **They will know the impact they have made and contributed to today's society.**	• Observation over time. • Research. • Pattern seeking. • Identifying, grouping and classifying. • Problem-solving. • Comparative and fair testing

<table>
<tr><td><u>Key Vocabulary</u>
Scientist
significant
Elizabeth Garrett Anderson
First British woman Doctor</td><td colspan="2"><u>Sentence stems</u>
However,…..
I understand however, but
I accept /don’t accept your opinions/ideas/thoughts…..because…
My findings are/show…….</td><td>Maths links and opportunities

<u>Transcription sentence</u>
She was a Doctor.</td></tr>
<tr><td>Working scientifically skill</td><td>Indicative content</td><td>Outcomes -Knowledge the children will know.</td><td>Enquiry type:</td></tr>
<tr><td>I can compare things.

I can sort and group them.</td><td>L2 - Do all animals look like smaller versions of their parents?
Start with a matching game of animal adults and their offspring.
Start to discuss similarities and differences between the adults and their offspring.
Move on to looking at and sorting whether offspring are born live or from an egg,</td><td>Children will identify and know the similarities and differences between adults and offspring appearances.

Children will be able to say whether the offspring are born live or from an egg.</td><td>Observation over time.
Research.
Pattern seeking.
Identifying, grouping and classifying.
Problem-solving.
Comparative and fair testing</td></tr>
<tr><td><u>Key Vocabulary</u>
offspring young
adults live
change eggs</td><td colspan="2"><u>Sentence stems</u>
They are alike because… / they are both….
They are similar…because…
They are different because…is….and…is…..
I can sees similarities and differences because….this one….and that one….</td><td><u>Maths links and opportunities</u>

<u>Transcription sentence</u>
A chick is the offspring of a duck.</td></tr>
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Working scientifically skill	Indicative content	Outcomes -Knowledge the children will know.	Enquiry type:
I can use simple scientific language.	L3 – What do animals need to survive? Start with a game of matching the needs of animals and why they need it. Also, discuss what would happen of one or more of these needs were missing. Children to complete sentences with missing words to make the statements correct. Children to draw food, water and shelter for humans and a dog. How are they different? Are there any similarities?	They will know what humans need to survive.	• Observation over time. • Research. • Pattern seeking. • Identifying, grouping and classifying. • Problem-solving. • Comparative and fair testing
Key Vocabulary animal human needs survive	**Sentence stems**		**Maths links and opportunities** Transcription sentence **Animals need food to eat and water to drink.**
Working scientifically skill	**Indicative content**	**Outcomes -Knowledge the children will know.**	**Enquiry type:**
I can talk about what I have found out.	L4 - How do humans change?	The children will know about the life cycle of a human and the changes that happen at each stage.	• Observation over time. • Research.

	Looking at the life cycle of a human. Discuss the stages of the life cycle and the changes that happen at each point. Baby, child, teenager, adult and elderly.		• Pattern seeking. • Identifying, grouping and classifying. • Problem-solving. • Comparative and fair testing
Key Vocabulary human toddler child teenager baby adult	**Sentence stems** They are alike because… / they are both…. They are similar…because… They are different because…is….and…is….. I can sees similarities and differences because….this one….and that one….		**Maths links and opportunities** Transcription sentence **A baby grows into an adult.**
Working scientifically skill	**Indicative content**	**Outcomes -Knowledge the children will know.**	**Enquiry type:**
I can talk about what I have found out. I can use simple scientific language	L5 – Why is exercise important? Talk about and explain heart rate and pulse. Children to try and find their own and a partner's pulse. Children to engage in 5 different types of exercise. They need to concentrate on what is happening to their bodies and particularly their heart rates. What do you notice? What is happening to your pulse and heart rate? Children to complete the table of results.	They will know why exercise is important for their bodies and health.	• Observation over time. • Research. • Pattern seeking. • Identifying, grouping and classifying. • Problem-solving. • Comparative and fair testing

<table>
<tr><td><u>Key Vocabulary</u>
human exercise

pulse heart beat

heart rate breath</td><td colspan="2"><u>Sentence stems</u>
I think that……because……..

This happened……because……..

I know this……..

What do you think happened?

How do you know that……?

Can you explain how …has changed/not changed?</td><td><u>Maths links and opportunities</u>

<u>Transcription sentence</u>
Humans need exercise to stay healthy and strong.</td></tr>
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<tr><td>I can compare things.

I can sort and group them.</td><td>L6 – What is a balanced diet?
Have lots of food examples and get the children to sort them into healthy and unhealthy foods. Introduce the different food groups and can the children regroup the foods into the food groups. Continue to discuss and link to healthy and unhealthy foods. Can the children give examples of the different food groups and explain how much / how often you should eat them to ensure a balanced diet.</td><td>Children will know what the different food groups are and which are healthy and unhealthy foods.</td><td>• Observation over time.
• Research.
• Pattern seeking.
• Identifying, grouping and classifying.
• Problem-solving.
• Comparative and fair testing</td></tr>
<tr><td><u>Key Vocabulary</u>
balanced diet

food groups</td><td colspan="2"><u>Sentence stems</u></td><td><u>Maths links and opportunities</u>

<u>Transcription sentence</u>
A balanced diet keeps your body healthy.</td></tr>
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Working scientifically skill	Indicative content	Outcomes -Knowledge the children will know.	Enquiry type:
I can ask questions.	L7 – How do you keep your teeth healthy? Children to look at the different teeth they have in their mouth and the different types of teeth and their function. Children to match key vocabulary to the correct statement. Children to write a top tip to keep their teeth healthy.	Children will know a variety of ways of how to keep their teeth clean and healthy.	• Observation over time. • Research. • Pattern seeking. • Identifying, grouping and classifying. • Problem-solving. • Comparative and fair testing
Key Vocabulary teeth Dentist healthy unhealthy toothbrush toothpaste	**Sentence stems**		**Maths links and opportunities** Transcription sentence **You need to brush your teeth with a tooth brush.**