

<p style="text-align: center;"><u>Living things and their habitats</u></p> <p>The children will be taught:</p> <ul style="list-style-type: none"> • that all living things grow, need to eat and drink, feel things changing around them, breath and have offspring • to identify things that are alive, were once alive and have never been alive • the meaning of habitat and micro- habitat • about common habitats around the world • that a habitat provides basic needs to the animals and plants • why animals are found in specific habitats, e.g. why a frog prefers a pond • to name micro-habitats found within the school environment • to identify plants and animals in their habitats and micro-habitats • that animals either eat plants or other animals • how a food chain works, starting with a plant. 	<p style="text-align: center;"><u>Plants</u></p> <p>The children will be taught:</p> <ul style="list-style-type: none"> • what seeds and bulbs will turn into • what germinate (germination) means • that a seed must have water to germinate • to make accurate measurements and detailed observations to show the growth of seed or bulb • that a plant needs water, light and warmth to grow healthily. 	<p style="text-align: center;"><u>Uses of everyday materials</u></p> <p>The children will be taught:</p> <ul style="list-style-type: none"> • to describe a material by its physical properties • why a material would or would not be suitable to use for a given purpose • different uses for wood, plastic, fabric and metal in everyday life at home and school • to use the term solid and non-solid when describing an object • about simple characteristics that make something a solid • what the terms squashed, bent, twisted and stretched mean and how they change solid objects • to identify some solid materials in their environment which can or cannot be changed.
<p style="text-align: center;"><u>Animals including humans</u></p> <p>The children will be taught:</p> <ul style="list-style-type: none"> • that a lifecycle shows the growth of an animal after birth • how to draw/say a basic lifecycle for animals such as chicken, insect, frog and human • why living things need water, food and air to survive • why it is important that humans take exercise • about which types of food we should eat more of and less of. 		
<p style="text-align: center;"><u>Working scientifically. The children will have the opportunity to:</u></p> <ul style="list-style-type: none"> • ask simple questions and recognising that they can be answered in different ways • observe closely, using simple equipment • perform simple tests • identify and classify living things and materials • use their observations and ideas to suggest answers to questions • gather and record data to help in answering questions 		