

Life and life cycles – Animals and Plants

Big Idea 13: All living things have a life span.

Our Inspirational Scientist: Jane Colden



Intent

This term, we will explore how both plants, whether from bulb, seed or cutting, and animals grow. We will look at the plant life cycle from seed or bulb to mature plant and see how they develop seeds, berries and fruits and why. We will consider how plants germinate and grow at different rates and at different times of the year and consider what they need to grow well. We will look at animals too: thinking about how offspring grow into adults, how some grow from eggs and how some do not look like their parents like tadpoles. We will explore what basic needs living things have and begin consider what we can do to make sure we grow up to be healthy adults including food, exercise and good hygiene.

These are the key skills and knowledge you will gain through this unit:

Scientific Knowledge	• Notice that animals, including humans, have offspring which grow into adults. • Observe and describe how seeds and bulbs grow into mature plants. • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
Working Scientifically	• Use simple feature to compare living things. • Use diagrams, including flow diagrams, to record data. • Begin to notice patterns and relationships with support • Begin to draw simple conclusions • Use simple features to compare. • Notice links between cause and effect with support;

Key Vocabulary

Living,
Dead,
never been alive,
suited,
suitable,
basic needs,
food,
food chain,
shelter,
move,
feed,
water,
air,

survive,
survival,
pond,
river,
forest,
grassland,
logs,
bushes,
tree top,
conditions,
light,
dark,
shady,

sunny,
wet,
damp,
dry,
hot,
cold

We will also learn animal
and plant names in our
local environment.

Developing scientific thinking

This unit supports the following elements in particular:

- Performing simple tests
- Observing closely, using simple equipment
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help answer questions

Scientific Enquiries in this unit:

Comparative / fair testing – What conditions does my plant grow best in?

Research – What animals lay eggs?

Observation over time – What happens to our plant after we have planted it?

Pattern seeking – Which parts of the plant do we eat?

Identifying, grouping and classifying – Which of these things is alive, dead or never alive?

Problem solving – What should I do to grow up strong and healthy?

English Links

Create a guide to looking after your plant.

Maths links

Measuring plant growth.

Other Curriculum Links

PE – trying different exercises

D&T – making a healthy meal