# Science Year A Learning Overview

| **EYFS** | *We want our children to develop a greater understanding of the world around them* |
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| Nursery | **Key vocabulary:** ocean, desert, jungle, plant, tree, seed, leaf, stem, roots, petals, seed, spring, summer, autumn, winter, season, weather, frosty, sunny, foggy, stormy, rainy, windy, cloud, ice, snow, sink, float, strong, weak, bendy, hard, soft, material, push, pull, slide |
| | **Key learning points:**<br>● Talk about animals and their habitats.<br>● Talk about how to care for animals.<br>● Name and talk about the life cycles of some animals.<br>● Name and talk about the different parts of plants.<br>● Understand that we grow.<br>● Plant seeds and care for living plants.<br>● Explore and talk about different weathers and seasons,<br>● Explore and create with natural materials.<br>● Explore different forces including, floating, sinking and magnetic. |
| Reception | **Key vocabulary:** Environment, life cycle, habitat, polar regions, ocean, desert, jungle, camouflage, plant, tree, bush, seed, leaf, stem, roots, spring, summer, autumn, winter, seasons, weather, cloud, rainbow, ice, melt, freeze, frost solid, liquid, sink, float, strong, weak, bendy, hard, soft, material, fabric, plastic, wood, light, dark, shadows, see through, shade, sight, hearing, smell, touch, taste |
| | **Key learning points:**<br>● Talk about and compare animals and their habitats and know how to care for animals<br>● Understand and talk about the life cycles of some animals<br>● Name and describe different plants and their features<br>● Understand that what we grow from seeds is important for us and the world<br>● Explore and talk about different weathers and seasons<br>● Explore and create with natural materials<br>● Observe and compare how materials change over time<br>● Understand, explore and create shadows |

| KS1 | **How does the weather change with each season?**<br>Ongoing throughout the year | |
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| | **Prior Vocabulary:** Environment, life cycle, habitat, plant, tree, bush, seed, leaf, stem, roots, spring, summer, autumn, winter, seasons, weather, cloud, rainbow, ice, melt, freeze, frost<br><br>**Key vocabulary:** Seasons; spring, summer, autumn, winter Year, months, days Hot, warm, mild, cold Sunny Cloudy Rain, sleet, snow, hail, thunder, lightning, rainbow Wet, damp, dry Windy, breezy, gust Temperature Degrees Celsius Thermometer Weather vane | |
| | **Enquiry questions (sequenced):**<br>● What is the weather like today? **[Observe & Describe]**<br>● How is it different from yesterday/last week/last month? **[Compare]**<br>● How much sunshine have we had today? **[Observe and Count]**<br>● How is it different from yesterday/last week/last month?? **[Compare]** | |
| | **By the end of this unit, pupils will know (substantive knowledge)**<br>That different weather is associated with different seasons.<br>That there are changes across the four seasons.<br>That the day length varies across the four seasons | **By the end of this unit, pupils will be able to (procedural and disciplinary knowledge)**<br>Asking simple questions and recognising that they can be answered in different ways<br>Gathering and recording data to help in answering questions e.g. reading thermometers, keeping a cloud diary<br>Using their observations and ideas to suggest answers to questions |

| KS1 | How are animals different? | |
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| | **Prior Vocabulary:** Environment, life cycle, habitat, polar regions, ocean, desert, jungle, camouflage, sight, hearing, smell, touch, taste<br><br>**Key vocabulary:** Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves and names of animals experienced first-hand from each vertebrate group | |
| | **Enquiry questions (sequenced):**<br>● Do all animals have two legs and two arms? **[Investigating]**<br>● How do animals look different? **[Comparing]**<br>● Do different animals have anything in common? **[Grouping]**<br>● Do different animals eat the same foods? **[Compare & contrast]** | |
| | **By the end of this unit, pupils will know (substantive knowledge)**<br>Animals vary in many ways having different structures e.g. wings, tails, ears etc.<br>Animals have different skin coverings e.g. scales, feathers, hair. These key features can be used to identify them.<br>Animals eat certain things - some eat other animals, some eat plants, some eat both plants and animals. | **By the end of this unit, pupils will be able to (procedural and disciplinary knowledge)**<br>Asking simple questions and recognising that they can be answered in different ways<br>Identifying and classifying<br>Gathering and recording data to help in answering questions |

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| **KS1** | **<u>How are everyday materials different?</u>** | |
| | **<u>Prior Vocabulary:</u>** Ice, melt, freeze, frost, solid, liquid, sink, float, strong, weak, bendy, hard, soft, material, fabric, plastic, wood, see through<br><br>**<u>Key vocabulary:</u>** Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through | |
| | **<u>Enquiry questions (sequenced):</u>**<br>● What materials are my chair and table made from? **[Observation]**<br>● Are all spoons metal? **[Identifying and classifying]**<br>● What is the difference between a plastic, metal and wooden spoon? **[Observation & performing simple tests]**<br>● How many different types of plastic can I find in the classroom? **[Identifying and classifying & observation]** | |

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| | **By the end of this unit, pupils will know (substantive knowledge)**<br>All objects are made of one or more materials.<br>Some objects can be made from different materials e.g. plastic, metal or wooden spoons.<br>Materials can be described by their properties e.g. shiny, stretchy, rough etc.<br>Some materials e.g. plastic can be in different forms with very different properties. | **By the end of this unit, pupils will be able to (procedural and disciplinary knowledge)**<br>Observing closely, using simple equipment<br>Performing simple tests<br>Identifying and classifying<br>Gathering and recording data to help in answering questions<br>Using their observations and ideas to suggest answers to questions |
| **KS1** | **What do all animals need?** | |
| | **Prior Vocabulary:** Environment, life cycle, habitat, sight, hearing, smell, touch, taste<br><br>**Key vocabulary:** Senses – touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue | |
| | **Enquiry questions (sequenced):**<br>● Does every animal have eyes and a mouth? **[Comparing]**<br>● What are the five senses? **[Observing]**<br>● Which part of the body is used for sight, touch, taste, hearing and smelling? **[Testing]**<br>● How does smell help me and other animals? **[Testing]** | |

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| | **By the end of this unit, pupils will know (substantive knowledge)**<br>Animals (inc. humans) have key parts in common, but these vary from animal to animal and person to person.<br>Animals (inc. humans) have five senses – sight, touch, taste, hearing and smelling.<br>These senses are linked to particular parts of the body.<br>Animals (inc. humans) find out about the world using their senses. | **By the end of this unit, pupils will be able to (procedural and disciplinary knowledge)**<br>Asking simple questions and recognising that they can be answered in different ways<br>Observing closely, using simple equipment<br>Performing simple tests |
| **KS1** | **Which plants grow in our local area?** | |
| | **Prior Vocabulary:** Environment, habitat, plant, tree, bush, seed, leaf, stem, roots, spring, summer, autumn, winter, seasons<br><br>**Key vocabulary:** Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud | |
| | **Enquiry questions (sequenced):**<br>● What plants can I name in the school playground? **[Identifying and classifying]**<br>● What do the plants in the school playground have in common? **[Observation]**<br>● What are the differences between the plants in the school playground? **[Observation]**<br>● Why do some trees lose their leaves? **[Identifying and classifying]** | |

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| | **By the end of this unit, pupils will know (substantive knowledge)**<br>Growing locally, there will be a vast array of plants which all have specific names.<br>These can be identified by looking at the key characteristics of the plant.<br>Plants have common parts, but they vary between the different types of plants.<br>Some trees keep their leaves all year while other trees drop their leaves during autumn and grow them again during spring. | **By the end of this unit, pupils will be able to (procedural and disciplinary knowledge)**<br>Observing closely, using simple equipment<br>Identifying and classifying |
| **LKS2** | **What is the Earth made from?** | |
| | **Prior Vocabulary:** Material, metal, water, rock, clay, hard, soft, stretchy, stiff, bendy, rough, smooth, shiny, solid, liquid, sink, float, strong, weak, fabric, plastic, wood, see through<br><br>**Key vocabulary:** Rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb water, soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, sandy/chalk/clay soil | |
| | **Enquiry questions (sequenced):**<br>● Are all rocks the same? **[Observation]** | |

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<tr><td></td><td colspan="2">

- How can rocks be grouped? **[Observations and grouping]**
- How is soil made? **[Gathering information]**
- How is a fossil made? **[Gathering Information & simple practical enquiry]**

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<tr><td></td><td><u>By the end of this unit, pupils will know (substantive knowledge)</u><br>Rock is a naturally occurring material.<br>There are different types of rock e.g. sandstone, limestone, slate etc. which have different properties. Rocks can be different shapes and sizes (stones, pebbles, boulders).<br>Rocks can be hard or soft. They have different sizes of grain or crystal.<br>Igneous, metamorphic and sedimentary are the main types of rock<br>Soils are made up of pieces of ground down rock which may be mixed with plant and animal material (organic matter).<br>The type of rock, size of rock pieces and the amount of organic matter affect the property of the soil.<br>Some rocks contain fossils which were formed millions of years ago. When plants and animals died, they fell to the seabed. They became covered and squashed by other material. Over time the dissolving animal and plant matter is replaced by minerals from the water.</td><td><u>By the end of this unit, pupils will be able to (procedural and disciplinary knowledge)</u><br>Asking relevant questions and using different types of scientific enquiries to answer them<br>Making systematic and careful observations<br>Setting up simple practical enquiries, comparative and fair tests<br>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</td></tr>
<tr><td>LKS2</td><td colspan="2"><u>What do our bodies need?</u></td></tr>
<tr><td></td><td colspan="2"><u>Prior Vocabulary:</u> Senses – touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue, living, dead, never been alive, suited, suitable, basic needs, shelter, food, water, move, feed<br><br><u>Key vocabulary:</u> Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, support, protect, move, skull, ribs, spine, muscles, joints</td></tr>
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| | **Enquiry questions (sequenced):**<br>● Where do animals get their food? **[Questioning]**<br>● What are the main food groups? **[Classifying]**<br>● Do all foods contain all the main food groups? **[Reading evidence]**<br>● How do skeletons and muscles help us move? **[Explaining]** | |
| | **By the end of this unit, pupils will know (substantive knowledge)**<br>Animals, unlike plants which can make their own food, need to eat in order to get the nutrients they need.<br>Food contains a range of different nutrients – carbohydrates (including sugars), protein, vitamins, minerals, fats, sugars, water – and fibre that are needed by the body to stay healthy.<br>A piece of food will often provide a range of nutrients.<br>Humans, and some other animals, have skeletons and muscles which help them move and provide protection and support. | **By the end of this unit, pupils will be able to (procedural and disciplinary knowledge)**<br>Asking relevant questions and using different types of scientific enquiries to answer them<br>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions<br>Using straightforward scientific evidence to answer questions or to support their findings |
| **LKS2** | **How do flowering plants live?** | |
| | **Prior Vocabulary:** Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, light, shade, sun, warm, cool, water, grow, healthy<br><br>**Key vocabulary:** Photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal (wind dispersal, animal dispersal, water dispersal) | |

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| | **Enquiry questions (sequenced):**<br>● How do flowering plants feed themselves? **[Explaining]**<br>● How do nutrients move around the plant? **[Observation & explaining]**<br>● What is photosynthesis? **[Explaining]**<br>● How do flowering plants make seeds? **[Explaining]** | |
| | **By the end of this unit, pupils will know (substantive knowledge)**<br>Many plants, but not all, have roots, stems/trunks, leaves and flowers/blossom.<br>The roots absorb water and nutrients from the soil and anchor the plant in place.<br>The stem transports water and nutrients/minerals around the plant and holds the leaves and flowers up in the air to enhance photosynthesis, pollination and seed dispersal.<br>The leaves use sunlight and water to produce the plant's food.<br>Some plants produce flowers which enable the plant to reproduce.<br>Pollen, which is produced by the male part of the flower, is transferred to the female part of other flowers (pollination).<br>This forms seeds, sometimes contained in berries or fruits which are then dispersed in different ways.<br>Different plants require different conditions for germination and growth. | **By the end of this unit, pupils will be able to (procedural and disciplinary knowledge)**<br>Asking relevant questions and using different types of scientific enquiries to answer them<br>Making systematic and careful observations<br>Setting up simple practical enquiries, comparative and fair tests |
| **LKS2** | **What is a shadow?** | |
| | **Prior Vocabulary:** light, dark, shadows, see through, shade, sight<br><br>**Key vocabulary:** Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous | |

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| | **Enquiry questions (sequenced):**<br>● How do we see objects? **[Questioning]**<br>● Do all objects reflect light? **[Demonstrate with diagrams]**<br>● How do shadows change size and shape? **[Observation]**<br>● Why do shadows change size and shape during the day? **[Observation]** | |
| | **By the end of this unit, pupils will know (substantive knowledge)**<br>We see objects because our eyes can sense light.<br>Dark is the absence of light.<br>We cannot see anything in complete darkness.<br>Some objects, for example, the sun, light bulbs and candles are sources of light.<br>Some surfaces reflect light.<br>Shadows are formed on a surface when an opaque or translucent object is between a light source and the surface and blocks some of the light.<br>The size of the shadow depends on the position of the source, object and surface.<br>The light from the sun can damage our eyes and therefore we should not look directly at the sun and we can protect our eyes by wearing sunglasses or sun hats in bright light. | **By the end of this unit, pupils will be able to (procedural and disciplinary knowledge)**<br>Asking relevant questions and using different types of scientific enquiries to answer them<br>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables<br>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions<br>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions |
| **LKS2** | **What would our world be like without forces?** | |
| | **Prior Vocabulary:** Material, metal, rough, smooth, shiny, strong, weak<br><br>**Key vocabulary:** Force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron, steel, poles, north pole, south pole | |

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| | **Enquiry questions (sequenced):**<br>● What is the difference between push and pull? **[Identify and describe]**<br>● Which surface is best for pulling my pencil case across? **[Investigate and describe]**<br>● How can I move an object without touching it? **[Observation]**<br>● Are all metals magnetic? **[Investigate and explain]** | |
| | **By the end of this unit, pupils will know (substantive knowledge)**<br>A force is a push or a pull.<br>When an object moves on a surface, the texture of the surface and the object affect how it moves. It may help the object to move better or it may hinder its movement e.g. ice skater compared to walking on ice in normal shoes.<br>For some forces to act, there must be contact e.g. a hand opening a door, the wind pushing the trees.<br>Some forces can act at a distance e.g. magnetism. The magnet does not need to touch the object that it attracts.<br>A magnet attracts magnetic material. Iron and nickel and other materials containing these, e.g. stainless steel, are magnetic.<br>The strongest parts of a magnet are the poles.<br>Magnets have two poles – a north pole and a south pole.<br>If two like poles, e.g. two north poles, are brought together they will push away from each other – repel. If two unlike poles, e.g. a north and south, are brought together they will pull together – attract. | **By the end of this unit, pupils will be able to (procedural and disciplinary knowledge)**<br>Asking relevant questions and using different types of scientific enquiries to answer them<br>Making systematic and careful observations<br>Setting up simple practical enquiries, comparative and fair tests<br>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions<br>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions |
| **UKS2** | **Why is it useful to know the properties and changes of materials?** | |
| | **Prior Vocabulary:** Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through, twist/twisting, squash/squashing, bend/bending, stretch/stretching | |

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| | **Key vocabulary:** Thermal/electrical insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve, reversible/non-reversible change, burning, rusting, new material | |
| | **Enquiry questions (sequenced):**<br>● What are different ways I can group materials? **[Classifying]**<br>● Do all powders dissolve? **[Investigate & explain]**<br>● How can I separate a mixture? **[Investigate and explain]**<br>● Can all changes be reversed? **[Observation and describe]**<br>● What are the different uses of water in its different state? **[Research]** | |
| | **By the end of this unit, pupils will know (substantive knowledge)**<br>Properties include hardness, transparency, electrical and thermal conductivity and attraction to magnets.<br>Some materials will dissolve in a liquid and form a solution while others are insoluble and form sediment.<br>Mixtures can be separated by filtering, sieving and evaporation.<br>Some changes to materials such as dissolving, mixing and changes of state are reversible, but some changes such as burning wood, rusting and mixing vinegar with bicarbonate of soda result in the formation of new materials and these are not reversible.<br>Materials have different uses depending on their properties and state (liquid, solid, gas). | **By the end of this unit, pupils will be able to (procedural and disciplinary knowledge)**<br>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary<br>Taking repeated measurements, using a range of scientific equipment, with increasing accuracy and precision<br>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary<br>Recording data and results of increasing complexity using scientific diagrams |
| UKS2 | **What causes objects to move?** | |
| | **Prior Vocabulary:** Force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron, steel, poles, north pole, south pole | |

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| | **Key vocabulary:** Force, gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears | |
| | **Enquiry questions (sequenced):**<br>● Do different surfaces need more force applied to move across each other? **[Investigate and explain]**<br>● Does the shape of an object water resistance? **[Investigate and explain]**<br>● Does the shape of an object air resistance? **[Investigate and explain]**<br>● Does a longer lever require more force? **[Investigate and explain]**<br>● What mechanisms do I need to make an automata? **[Design ]** | |
| | **By the end of this unit, pupils will know (substantive knowledge)**<br>A force causes an object to start moving, stop moving, speed up, slow down or change direction. Gravity is a force that acts at a distance. Everything is pulled to the Earth by gravity. This causes unsupported objects to fall.<br>Air resistance, water resistance and friction are contact forces that act between moving surfaces. The object may be moving through the air or water, or the air and water may be moving over a stationary object.<br>A mechanism is a device that allows a small force to be increased to a larger force. The payback is that it requires a greater movement. The small force moves a long distance and the resulting large force moves a small distance, e.g. a crowbar or bottle top remover.<br>Pulleys, levers and gears are all mechanisms, also known as simple machines. | **By the end of this unit, pupils will be able to (procedural and disciplinary knowledge)**<br>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary<br>Taking repeated measurements, using a range of scientific equipment, with increasing accuracy and precision<br>Using test results to make predictions to set up further comparative and fair tests |
| UKS2 | **How can we prove that the Earth is spherical?** | |

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| | **Prior Vocabulary:** Force, pull, attract, poles, north pole, south pole<br><br>**Key vocabulary:** Earth, Sun, Moon, (Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune), spherical, solar system, rotates, star, orbit, planets | |
| | **Enquiry questions (sequenced):**<br>● How do the Earth, and other planets move, relative to the Sun in the solar system? **[skill]**<br>● How does the Moon move, relative to the Earth? **[skill]**<br>● Why does the moon look different at different times of the month? **[skill]**<br>● How have ideas about the solar system developed? **[skill]**<br>● Why does the sun appear to move across the sky? **[skill]**<br>● What evidence have scientists used to show that the celestial bodies are spherical? **[skill]** | |
| | **By the end of this unit, pupils will know (substantive knowledge)**<br>The Sun is a star. It is at the centre of our solar system.<br>There are 8 planets These travel around the Sun in fixed orbits.<br>Earth takes 365¼ days to complete its orbit around the Sun.<br>The Earth rotates (spins) on its axis every 24 hours.<br>As Earth rotates, half faces the Sun (day) and half is facing away from the Sun (night).<br>As the Earth rotates, the Sun appears to move across the sky.<br>The Moon orbits the Earth.<br>It takes about 28 days to complete its orbit.<br>The Sun, Earth and Moon are approximately spherical. | **By the end of this unit, pupils will be able to (procedural and disciplinary knowledge)**<br>Identifying scientific evidence that has been used to support or refute ideas or arguments<br>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations |

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| UKS2 | **What do all lifecycles have in common?** | |
| | **Prior Vocabulary:** Photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal (wind dispersal, animal dispersal, water dispersal) Vertebrates, Invertebrates, Fish, Amphibians, Reptiles, Bird, Mammals, Snails, Slugs, Worms, Spiders, Insects, Environment, Habitats<br><br>**Key vocabulary:** Life cycle, reproduce, sexual, sperm, fertilises, egg, live young, metamorphosis, asexual, plantlets, runners, bulbs, cuttings | |
| | **Enquiry questions (sequenced):**<br>● What are some of the differences and similarities in the life cycles of animals? **[Compare and contrast]**<br>● What is the general life cycle for the main classes of animals? **[Pattern seeking]**<br>● What is the life cycle of flowering plants? **[Describe & explain]**<br>● Can plants reproduce without flowers? **[Investigate and explain]**<br>● What are the two main types of plant reproduction? **[Report & present]** | |
| | **By the end of this unit, pupils will know (substantive knowledge)**<br>As part of their life cycle, plants and animals reproduce.<br>Most animals reproduce sexually. This involves two parents where the sperm from the male fertilises the female egg.<br>Animals, including humans, have offspring which grow into adults. In humans and some animals, these offspring will be born live, such as babies or kittens, and then grow into adults.<br>In other animals, such as chickens or snakes, there may be eggs laid that hatch to young which then grow to adults.<br>Some young undergo a further change before becoming adults e.g. caterpillars to butterflies. This is called a metamorphosis.<br>Plants reproduce both sexually and asexually. | **By the end of this unit, pupils will be able to (procedural and disciplinary knowledge)**<br>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs<br>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations |

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| | Sexual reproduction occurs through pollination, usually involving wind or insects.<br>Bulbs, tubers, runners and plantlets are examples of asexual plant reproduction which involves only one parent.<br>Gardeners may force plants to reproduce asexually by taking cuttings. | |
| UKS2 | **How does a child become an adult?**<br>This needs to be taught alongside PSHE (TenTen) | |
| | **Prior Vocabulary:** Offspring, growth, child, young/old stages (examples - chick/hen, baby/child/adult, caterpillar/butterfly)<br><br>**Key vocabulary:** Foetus, Embryo, Womb, Gestation, Baby, Toddler, Teenager, Elderly, Growth, Development, Puberty, Hormones | |
| | **Enquiry questions (sequenced):**<br>● What happens in the first year of a human baby's life? **[Describe & explain]**<br>● What happens to a boy's body during puberty? **[Describe & explain]**<br>● What happens to a girl's body during puberty? **[Describe & explain]**<br>● What is the purpose of puberty? **[Report & present]** | |
| | **By the end of this unit, pupils will know (substantive knowledge)**<br>When babies are young, they grow rapidly. They are very dependent on their parents. As they develop, they learn many skills.<br>At puberty, a child's body changes and develops primary and secondary sexual characteristics.<br>This enables the adult to reproduce. | **By the end of this unit, pupils will be able to (procedural and disciplinary knowledge)**<br>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations |

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