

### Plants

- **Y1** - name a range of garden plants and wild plants
- **Y1** - Draw and label parts of plants (basic structure)  
**Y3** - and describe the function of each part
- **Y2** - observe and describe how seeds and bulbs grow into mature plants
- **Y2** - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
- **Y2** - Pupils should use the local environment throughout the year to observe how different plants grow.
- **Y2** - Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants.
- **Y3** - explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- **Y3** How is water transported within plants
- **Y3** - explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

### Life cycles

- **Y2** - notice that animals, including humans, have offspring which grow into adults
- **Y5** - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- **Y5** - describe the life process of reproduction in some plants and animals.

## 'Nature's Call' a perfect production to launch your students into an array of Science Curriculum learning.

### Insects / birds / animals

- **Y1** - Compare their structures
- **Y2** - find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- **Y3** - identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- **Y6** - describe the ways in which nutrients and water are transported within animals, including humans.

### Classification:

- **Y1** - Identify & name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- **Y1** - Identify & name a variety of common animals that are carnivores, herbivores and omnivores
- **Y4** - recognise that living things can be grouped in a variety of ways
- **Y4** - explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- **Y6** - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- **Y6** - give reasons for classifying plants and animals based on specific characteristics.
- **Y6** - Pupils might work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment.

### Food Chains

- **Y2** - describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
- **Y4** - construct and interpret a variety of food chains, identifying producers, predators and prey.

### Habitats

- **Y1** - Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat.
- **Y1** - They should understand how to take care of animals taken from their local environment and the need to return them safely after study.
- **Y2** - identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- **Y2** - identify and name a variety of plants and animals in their habitats, including micro-habitats
- **Y4** - recognise that environments can change and that this can sometimes pose dangers to living things.
- **Y4** - Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.
- **Y6** - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
- **Y6** - Pupils might work scientifically by: observing and raising questions about local animals and how they are adapted to their environment; comparing how some living things are adapted to survive in extreme conditions.

### Weather

- **Y1** - observe changes across the four seasons
- **Y1** - observe and describe weather associated with the seasons and how day length varies.