Topic Name	Living Things and their habitats
Big Question	Do all animals and plants start life as an egg/seed?
Scientists to use as examples	Sir David Attenborough Jane Goodall, Sylvia Earle, Dr Paula Kahumbu
Key Knowledge	• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.
Key investigational skills	Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.
Vocabulary	life cycle, reproduce, sexual, fertilises, asexual, plantlets, runners, tubers, bulbs, cuttings
Prior learning – what children should know	Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals, including humans) • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
Future learning – next time they will be learning	Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta. (KS3) • Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal

	mechanisms. (KS3) ng pollination, seed formation and seed dispersal. (Y3 - Plants)
Visits	Park/woods Beach
Book links	The Spider and the fly – Tony Diterlizzi