Watery Worlds - Science Overview

Swans and Cygnets - Seas and Oceans

The Natural World (Understanding the World)

To be a Scientist I need to:

- explore the world, talking about animals and plants that live in different places
- talk about things that are the same and different in different places
- talk about changes in our seasons
- describe different types of weather
- talk about familiar lifecycles

I will:

- find out about different animals
- look really carefully when drawing
- spot patterns in the weather
- talk about weather and changes I can see through the year
- use books to find out about animals and know what is real and unreal
- Important Science Words

animal	fish	bird	insect
features	grow	change	lifecycle
rain	wind	snow	sun
Spring	Summer	Autumn	Winter

Herons - Seas and Oceans

To be a Scientist I need to:

- Talk about the differences between things that are living, dead and things that have never been alive
- know the name of some fish, amphibians, reptiles, birds and mammals and what they look like
- know that animals eat different things
- know about simple food chains
- describe and compare animals
- know about changes in our seasons
- know about different habitats; which animals live there and why
- describe the weather in different seasons
- explain what happens to the daylight in different seasons
- know about lifecycles
- know about what animals need to stay alive

I will:

- compare things by looking closely to find similarities and differences
- sort and group things in lots of different ways
- use books, videos and pictures to find information and answer questions
- record what I have found out, to share my ideas
- think of my own questions about what I am learning
- use scientific words

Important Science Words

amphibian	mammal	reptile	habitat
survival	nutrition	offspring	hygiene
Spring	Summer	Autumn	Winter

Bitterns - Rainforests

To be a Scientist I need to:

- know that some animals have skeletons and muscles for support, protection and movement
- know that living things can be grouped in many ways
- explore and use keys to help group, identify and name a variety of living things
- know that environments can change and that this can sometimes bring dangers to living things
- use and create food chains, identifying producers, predators and prey
- understand and be able to explain the water cycle

I will:

- look for changes, similarities and differences to answer questions scientifically
- identify different ways to sort and use simple keys
- use simple practical investigations, including fair tests
- record what I have found out in lots of different ways
- think of my own questions to extend my learning
- use scientific words to discuss and record findings

Important Science Words

vertebrates	invertebrates	skeleton	muscle
producer	predator	prey	key
environment	classify	food chain	camouflage
transported	fair test	observe	predict
evaporation	condensation	temperature	degrees

Harriers - Rivers

To be a Scientist I need to:

- 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 animals
- describe how micro-organisms and animals are classified into groups based on similarities and differences
- give reasons for classifying animals based on specific characteristics.
- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals are adapted to suit their environment in different ways and that adaptation may lead to evolution.

I will:

- observe carefully and collect data to answer questions scientifically
- take measurements carefully by choosing the appropriate tool
- plan and set up simple practical investigations, using fair tests
- record what I have found out by drawing conclusions and making links
- further my own learning through research
- use what I know to predict and plan further investigations
- use scientific words, diagrams and charts when recording

Important Science Words

mammal	amphibian	Micro-organism	gestation
variation	evolution	adaptation	inherit
palaeontologist	invertebrates	vertebrates	environment