



See lesson 4—consider planting before lesson 1 to give some time to grow

1. Can I describe and compare life cycles of different types of animals?

- **Prior Learning (Year 4 Autumn 1)** - Grouped and classified animals
- **Vocab:** life cycle, develop, living things, habitat
- Know that a life cycle shows the stages a living thing goes through from birth (or hatching) to adulthood and reproduction.
- Know that different types of animals have different life cycles, (e.g. some are born alive while others hatch from eggs).
- Know that all animals grow, develop and reproduce as part of their life cycle.
- Know that similarities and differences between life cycles can be identified using evidence from observations and diagrams.

(note for teachers – suggested task: provide diagrams/images of different animal life cycles (e.g. frog, bird, insect, mammal) and ask children to identify stages and begin grouping them based on similarities and differences.)

- **Identifying scientific evidence that has been used to support or refute ideas or arguments**

Living Things and their habitats

5. Can I compare reproduction in plants and animals and use evidence to explain similarities and differences?

- **Prior Learning (last lesson):** described how plants reproduce using seeds and cuttings
- **Vocab:** sexual, asexual, reproduction
- Know that animals reproduce sexually, requiring two parents, while some plants can reproduce both sexually and asexually.
- Know that sexual reproduction involves combining genetic material from two parents, while asexual reproduction involves only one parent.
- Know that reproduction is a key part of the life cycle of all living things.
- Know that similarities and differences between plant and animal reproduction can be explained using evidence from observations and prior learning.

(note for teachers – suggested task: ask children to compare a plant life cycle and an animal life cycle using a table or Venn diagram, then present their findings explaining key similarities and differences, using scientific vocabulary.)

- **Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms**
- **Identifying scientific evidence that has been used to support or refute ideas or arguments**

2. Can I describe and compare the life cycles of mammals and birds?

- **Prior Learning (last lesson):** Described and compared different animal life cycles
- **Vocab:** mammal, bird, reproduce
- Know that mammals give birth to live young and feed them with milk from their mothers.
- Know that birds lay eggs, which hatch into young before growing into adults.
- Know that both mammals and birds follow a life cycle that includes stages such as birth or hatching, growth, reproduction and death.
- Know that diagrams and labelled sequences can be used to compare life cycles and identify similarities and differences.
- (note for teachers – suggested task: provide life cycle diagrams of a mammal (e.g. human or dog) and a bird (e.g. chicken). Children sequence, label and compare stages using a diagram or flowchart.)
- **Recording data and results of increasing complexity using scientific diagrams and labels**

4. Can I describe the life process of reproduction in plants?

- **Prior Learning (last lesson):** compared life cycle of amphibians and insects
- **Vocab:** reproduction, seed, germination
- Know that plants reproduce to create new plants, often using seeds.
- Know that seeds can germinate and grow into new plants under the right conditions.
- Know that some plants can reproduce asexually, (e.g. using bulbs, tubers or cuttings).
- Know that simple enquiries can be used to investigate how plants grow and reproduce, (e.g. testing conditions for germination).
- (note for teachers – suggested task: plant seeds or use cuttings and ask children to plan how to investigate conditions for growth (e.g. light, water), identifying variables and observing changes over time.)
- **Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary**

3. Can I describe and compare the life cycles of amphibians and insects?

- **Prior Learning (last lesson):** Described and compared life cycles of mammals and birds
- **Vocab:** amphibian, insect, metamorphosis
- Know that amphibians (e.g. frogs) have life cycles that include stages such as egg, larva (tadpole), and adult, often living in water and on land.
- Know that insects (e.g. butterflies) undergo metamorphosis, (e.g. egg → larva → pupa → adult).
- Know that some life cycles involve significant changes in form (metamorphosis), while others are more gradual.
- Know that diagrams and labelled sequences help us compare life cycles and identify differences between animal groups.

(note for teachers – suggested task: provide diagrams of frog and butterfly life cycles and ask children to sequence, label and compare them, highlighting key differences such as metamorphosis and habitat changes.)

- **Recording data and results of increasing complexity using scientific diagrams and labels**