Language Provision Termly Science Learning Journey Overview

Autumn Term 2024

As Scientists, we will be covering the following topic:
Biology: Evolution and Inheritance

Topic	Evolution and Inheritance		
Progression Step/Year Curriculum	**By the end of the learning journey, I will be able to:**		**Vocabulary**
	Knowledge	**Skills**	
Progression Step 1	• Look at and respond to pictures of myself at different ages. • Show an awareness of past activities with which I was involved. • Recognise my family in a photograph/video clip. • Recognise differences between myself and a peer. • Name a characteristic of an animal or bird, eg beak, claws, teeth. • Notice that some animals have similar features, eg points to the eyes/mouth of different animals. • Look at and respond to examples of fossilised animals/plants. • Use a single word/symbol or sign to name an object.	• Sort objects by a given criteria when contrasts are obvious. • Demonstrate curiosity in the outside world. • Match pictures to objects.	Me, past, family, photograph, peer, animal, bird, features (eyes, ears, mouth, nose), sort, match, object.
Progression Step 2	• Identify a difference in a photo of a person taken when they are young and older. • Comment on obvious changes in my own life. • Identify common items by using familiar group names, eg plants, animals etc. • Observe and respond to change over time, eg tadpoles turn to frogs.	• Sequence personal events over a longer period, eg through photos. • Examine rocks closely, eg with a magnifying glass. • Match photos of different rocks/minerals to samples. • Classify pictures of animals by putting them into simple groups, eg has a beak, tail, swims.	Change, different, same, young, older, group, plants, animals, fish, time, parts (fin, legs, arms, tail, beak etc), dinosaur, alive, dead, fur, magnifying glass, rock, mineral.

	• Name parts of an animal using the correct terms, eg fin, beak, tail etc. • State that dinosaurs are no longer alive. • Suggest why an animal has a specific feature, eg a polar bear has thick fur to keep warm. • Show an awareness that some things always happen, eg water always makes paper wet etc.	• Collect pictures from a range of sources that relate to a specific subject.	
Progression Step 3	• Comment on photographs of myself at different ages, noting how my features have changed. • Identify that dinosaurs lived long ago. • Associate types of dinosaur teeth with their diet. • Describe a collection of different fossils using simple language. • Link photos of different common animals to their offspring. • Describe the features animals need in order to survive in different habitats (thick fur in the Arctic, fins in the ocean). • Give 2 reasons why an animal has a specific attribute (arctic hare has white fur to keep warm/stay hidden). • Identify that some living things lay eggs.	• Label a simple diagram, eg put pictures of body parts on a silhouette. • Compare obvious characteristics of dinosaurs. • Complete a simple chart to show my findings, eg put pictures of trees on one pile and pictures of flowers in another. • Find information from a secondary source, eg find pictures of different fur markings of animals. • Sort objects into groups.	Features, compare, chart, information, sort, groups, diagram, label, describe, fossil, diet, teeth, offspring, habitat, living things, eggs.
Year 1	• Include vocabulary that shows a sense of chronology. • Recognise that things change over time. • Comment on photographs of myself at different ages, noting how my features have changed. • Identify similar features when comparing photos of my family. • Identify that some people have different coloured hair or eyes to their parents. • Link photos of different common animals to their offspring. • Point out the differences in offspring to the parent animal, eg colours of kittens in a litter. • List animals that I have seen in my local environment. • Link animals to their environment based on its features. • Suggest a reason why an animal has a certain attribute.	• Organise events in my own life sequence. • Order a butterfly's life cycle. • Use a magnifying glass when looking at animals (pond dipping etc). • Draw my observations. • Record what I have found in a habitat. • Label features on locally found animals that help them survive in that habitat.	Life cycle, life sequence, observation, record, label, survive, chronology, offspring, parent, environment, local, adapted, fossil, remains, formation, time, excavate.

	• Suggest how different animals have adapted to their environment, eg giraffe. • Give simple reasons why a locally found animal would/would not survive in a different habitat. • Describe a fossil in simple terms. • Talk about where we can find fossils. • Watch a clip of a fossil being excavated. • Suggest that a fossil shows the remains of a plant or animal. • Look at variety of fossils, eg ones embedded in amber. • Begin to understand that the formation of fossils happens over a long period of time. • Suggest what information we can learn about animals from fossilised footprint or teeth. • Recognise that fossils give us clues about life long ago.		

Year 2	• Explain simply how my own life is different to those in the past. • Recognise that all living things produce their own kind. • Identify that humans have babies. • Pair animals and their young. • Predict what animals I might find in the local environment. • Name different plants and animals and describe how they are suited to different habitats. • Suggest how different parts of animals help them to survive. • Suggest why or how a plant has adapted to survive in different conditions. • Create a simple three-tier family tree using given information. • Look at examples of a range of fossils found around the world. • Make comparisons between fossils.	• Group creatures according to simple features. • Give reasons to why I have group animals this way. • Find out how some animals have adapted to living in harsh conditions. • Order simple life cycles. • Select equipment to study fossils in detail. • Select and use equipment I will need to research or investigate, eg to go pond dipping or study mini beasts under logs. • Make simple judgements on how different dinosaurs lived using fossils as evidence, eg sharp teeth = carnivore.	Comparison, produce, humans, babies, young, adapted, conditions, family tree, harsh conditions, select, equipment, study, evidence.

Year 3	• Discuss how similar and different I am to my parents/siblings and other relations. • Discuss what characteristics I have inherited from my parents. • Predict what characteristics the offspring of 2 pictured animals may have. • Predict what characteristics the offspring of 2 pictured human parents may have. • List characteristics of different animals, eg breeds of dog. • Suggest what a characteristic of a cross breed of animal may show. • Discuss how I am dependant on my environment. • Explain how animals from different biomes defend themselves. • Explain how animals from different biomes use their environment to help them survive. • Suggest why a living thing has physically adapted to its environment. • Give 2 reasons how a variety of living things have adapted to survive their habitat. • Label a simple cross section of the Earth using given vocabulary. • Recognise that fossils are found under layers of rock. • Identify that fossils are found all around the world. • Describe how fossils are formed. • Recognise that the remains of a living thing is covered in layers of sediment. • Understand that fossil formation takes a long period of time. • Identify that there are many layers of different rocks. • Describe simply how sedimentary rock is formed. • Understand that layers of rock are squeezed together. • Order a flow chart to show how fossils are formed. • Suggest how finding a bone of a prehistoric animal gives us a clue to how it lived.	• Research to find out which animals live in different biomes. • Follow a simple family tree. • Use pictures/photos of a human family to describe the similarities. • Use pictures/photos of an animal family, to describe the similarities. • Research fossils found in our country and around the world. • Ask relevant questions about rocks/fossils and suggest where I can find answers to them.	Biome, prehistoric, parents, breed, cross breed, similarities, differences, cross section, Earth, fossils, rock, sedimentary, layers, flow chart.

Year 4	• Recognise that the past can be divided into different periods. • Indicate the period of history using the correct terms. • Suggest how palaeontologists find out about things which have lived long ago. • Explain that evolution is needed to help a species survive. • Suggest how some living things might evolve in the future, eg by researching how fewer elephants are born without tusks. • Recognise that the term "species" means a group of animals or plants that share the same characteristics. • Give examples of characteristics of different species. • Explores how and why some animals metamorphosis at particular points in their life. • Recognise that environments change naturally over time. • Discuss how changes to environments affects living things. • Suggest how an animal might have to adapt if something changes in their environment. • Compare the features of a dinosaur to a living relative, eg Megadron to a shark. • Identify animals from the same habitat and lists similar adaptations they have made to survive there. • Create new animal with features that will help it survive in different habitats. • Examines the reasons why or how animals hibernate. • Examines different strategies animals use to survive, eg migration.	• Present information about a palaeontologist they have researched, eg Mary Anning. • Study a prehistoric animal to find out how it had adapted to its environment. • Use research to aid discussion about how different living things have changed over time. • Classify living things according to observable characteristics. • Follow a classification chart. • Use a classification chart to classify living things. • Read/use simple classification keys to help name living things. • Collect example photos of plants which have been purposefully changed, eg fruit. • Classify changes in environment as man-made or natural. • Label a picture of a living thing showing the adaptation made for it to thrive in its environment. • Display/present information in written form.	Palaeontologist, evolution, species, classify, metamorphosis, Megadron, migration, hibernate.