

The Circle of Life – Spring 1
External Visitor in school: School nurse
Parent workshop: Their own pictorial life cycle

Science (Living things and their habitats)	Science (Animals including humans)	ICT (Animation)
<p>Children to observe life cycle changes and find out the different types of reproduction- sexual and asexual reproduction in plants and sexual reproduction in animals.</p> <ul style="list-style-type: none"> • Plant reproduction (Describe the life cycle of a flower that produces fruit - from seed to dispersal to germination.) • Identify the parts of a flower needed for reproduction and describe each function (Pupils to dissect a tulip). • Describe different ways in which seeds can be dispersed e.g. wind, animals, water and explosion and why they disperse. The role of insects and small animals in the process will be explored. • Carry out an investigation exploring conditions seeds need to germinate. (Pupils to explore ways in which they might find out the answer, they will then plan and carry out the investigation.) • Explore how insects pollinate flowers (Role of insects and small animals in the process will be explored.) • Describe the life cycle of a human and compare to the life cycle of mammal, an amphibian, an insect and a bird. • Investigate the work of naturalists and animals behaviourists e.g. David Attenborough or Jane Goodall. • Endangered animals (Children to investigate what are they how can human's actions effect nature?) 	<p>Identify and describe changes as humans develop to old age.</p> <ul style="list-style-type: none"> • Create a timeline to indicate changes within growth. (Consider the growth they have undertaken since birth. Pupils to bring in images of themselves at various ages and create their own/their partners cycle of life so far! Extension- pupils to complete the circle of life.) • Describe the growth and development of a baby. • Identify the physical and emotional changes experienced during puberty. • Describe physical changes during puberty. (Pupils to role-play scenarios between parents and teenagers to understand the emotional changes). • Investigation (Heights of children across the school) 	<p>Pupils to plan and create an animation showing how a seed germinates or showing how a person develops from the beginning of life to old age.</p> <ul style="list-style-type: none"> • Plan and create props • Film and create animation • Voice over to describe the development.

Art (Drawing animals moving)

- Look at a range of images that show animals in motion and identify how artists have used a range of shapes to create movement and identify proportions.
- Practice drawing simple animals in proportion, to begin with animals to be simple (pig, frog, rabbit- less features moving onto animals that have more features/detail lions, crocodiles).
- Final piece (Pupils to use the sketching skills they have learnt to produce a sketch of an animal- children to have a choice of which image they would like to sketch, ensuring that they include detail and proportion).

