

**Hook:**  
Mini beast hunt around the school grounds—make maps to show the route taken and a key to show where the minibeasts were found.


**Allotment**  
**Focus: Science / DT**


**Characteristic foci:**  
Well Being / Creativity

**Knowledge:**  
**Biology: Animals**  
 · What is the life cycle of a mammal/ amphibian/ insect /birds?  
 · How do plants reproduce?  
 · What is the lifecycle of a plant?  
 · What is the name of the reproductive organs in plants?  
**Biology: Humans**  
 How do people change as they get older?  
 What happens to girls during puberty?  
 What happens to boys during puberty?  
 How do humans grow?  
 What is the gestation period of human/elephant/dog etc...?  
 What is seasonality?  
 · Where does food come from?  
 · What is savoury and sweet?  
 · What countries to certain foods come from?  
 Where about in the UK do food come from?  
 What can affect where and when food can grow?  
 What are different cooking techniques?  
 Which is the healthiest?

**Learning Journey: Lifecycles**  
 Show images of different insect homes and discuss how they creatures benefit from the structures . Show Lifecyle of minibeast - including metamorphous- draw diagrams to show the lifecycle.  
 Research lifecycles of birds and amphibians and compare to lifecycles of minibeasts found.

**Learning Journey: Changes from birth to old age**  
 Create a timeline to show the six stages of human life.  
 Childhood—creating line graphs to show the growth from birth to adolescence  
 Adolescence—puberty create diagrams to show physical changes  
 Adulthood and old age—diagrams to show changes in different stages of adulthood.  
**SRE**

**Learning Journey: Plants**  
 Look at sexual and asexual reproduction in plants. Dissect plants to look at different reproductive parts—take photos and labels.  
 Lifecycles of plants and compare to the lifecycles taught so far.

**Learning Journey: Seasonality**  
 Look at where food comes from around the world (temperature, trade).  
 Research seasonality of foods in the UK and create a report to show which foods come from.  
 Try seasonal vegetables and taste test to evaluate.

**Vocabulary:**

Mammal	·savoury
Amphibian	Seasonality
Insect	sweet
Bird	temperature
Reproduce	trade
Lifecycle	climate
Stamen	fry
Anther	sauté
Filament	grill
Stigma	oven
Style	Vegetation belt
Ovary	
Disperse	
<b>Animals inc hu-</b>	
Gestation	
Puberty	
Foetus	
Adolescence	
Adulthood	
Baby	
Childhood	
hormones	
Penis	
Testicles	
Vagina	
Period	
Breasts	
Ovary	
Semen	

**Skills:**

- Observing and comparing the life cycles of plants and animals
- Ask relevant questions.
- Observe changes in humans and plants.
- Record findings accurately
- researching the gestation periods of other animals and comparing them with humans
- Evaluate different foods and explain reasoning.
- Create recipes
- cook using different techniques
- research using iPads

**Curriculum Coverage:**

Describe the life process of reproduction in some plants and animals

- 1) describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- 2) describe the changes as humans develop to old age.

understand and apply the principles of a healthy and varied diet

prepare and cook a variety of predominantly savory dishes using a range of cooking techniques

understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

describe and understand key aspects of: vegetation belt

**Trip / Visitor:**  
Stick insect hatching kit

**Display Plan:**

**Learning Journey: Plan, make, evaluate**  
 Plan dish using seasonal vegetables  
 Make dish using different cooking skills  
 Evaluate dish

**Outcome:**  
Make a dish using the grown vegetables



# Allotment

## Focus: Science / DT



### What do they already know?

#### Year 1

- What are the two types of trees?
- Name common garden plants
- What are the different parts of a plant?
- What does a plant need to grow?

#### Can a plant grow....?

- What are the different seasons?

#### Year 2

- What is a food chain?
- What does a plant need to grow and stay healthy?
- What do humans and animals need to survive?
- What is a habitat?
- What is a micro-habitat?
- Why do different animals need different habitats?
- What is offspring?
- Where do animals get their food from?
- Why is it important for humans to exercise?
- Why is it important for humans to eat the right amounts of food?
- Why is hygiene important?

#### Year 3

- What are the different parts of a flower?
- What do plants need to grow?
- How is water transported within plants?
- What is pollination?
- What is seed formation?
- What is seed dispersal?
- Where do animals (including humans) get their food from?

#### Year 4

- How can environments be affected and changed?
- How can the environment changes pose a danger to living things?
- What changes can be put in place to ensure we are eco-friendly?
- What are the teeth's functions?
- What is a food chain?
- What are the producers, predators and prey in food chains?

### How will they remember it?

Mini Quizzes

Add to Kaboom pot

Reading texts around the subject (links to English / GR)

Display

### Which resources will I need?

Mixture of different foods

Knives

Chopping board

Flowers

### What do I need to know to be able to teach this?