

| Objective                                                      | Milestone Indicators                                                                                   | Basic Activities                                                                                                                                                                                                             | Advanced Activities                                                                                                                                                                                                                                                                                                                                                                      | Deep Activities                                                                                                                                          | Resources                                                                                                                  |
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| <p><b>Milestone 3</b></p> <p>To investigate living things.</p> | <p><b>Milestone 3</b></p> <p>Describe the life process of reproduction in some plants and animals.</p> | <p>On Worksheet 1A, children label a diagram of a flower using the word bank and clues provided, then circle the correct words in descriptions of the function of the male stamen and female carpel in flowering plants.</p> | <p>Provide children with flowers, the Dissecting Flowers sheet, tweezers and double-sided sticky tape. Explain that children are to carefully dissect their flower, starting on the outside with the sepals and working their way to the centre of the flower. The dissected pieces can be stuck in books and labelled. Children then answer questions about their dissected flower.</p> | <p>On Worksheet 1C, children label a blank diagram of a flower, then describe the function of the male stamen and female carpel in flowering plants.</p> | <p>PowerPoint slides<br/>Worksheets 1A/1C<br/>Dissecting Flowers sheet<br/>Double-sided sticky tape, tweezers, flowers</p> |

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| <p><b>Milestone 3</b></p> <p>To investigate living things.</p> | <p><b>Milestone 3</b></p> <p>Describe the life process of reproduction in some plants and animals.</p> | <p>The 100 word challenge! In one hundred words or less, describe on way in which plants reproduce asexually. Give an example of a plant that reproduces in this way, remembering to use scientific vocabulary. Children can use the Plant Picture cards and word bank to help with their writing.</p> | <p>The 100 word challenge! In one hundred words or less, describe two or three ways in which plants reproduce asexually. Give examples of plants that reproduce in this way, remembering to use scientific language. Children can use the Plant Picture cards to help with their writing.</p> | <p>The 100 word challenge! In one hundred words or less, describe some ways in which plants reproduce asexually. Give examples of plants that reproduce in this way, and briefly describe how this process is different to sexual reproduction in flowering plants.</p> | <p>PowerPoint slides<br/>Plant Picture Cards<br/>Word Bank</p> |
| <p><b>Milestone 3</b></p> <p>To investigate living things.</p> | <p><b>Milestone 3</b></p> <p>Describe the life process of reproduction in some plants and animals.</p> | <p>Children look at the Animal Fact Cards, then sort them using a Carroll diagram. They then answer questions about the animals with reference to the completed diagram.</p>                                                                                                                           | <p>Children look at the Animal Fact Cards and then design a Carroll diagram to sort them. Next, they write questions that can be answered with reference to the completed diagram. Finally, children swap books and attempt to complete the Carroll diagram and answer the questions.</p>     | <p>Children use books or the internet to collect data about the life cycles of animals, then draw a scatter graph. Certain data, such as the size of animals, number of embryos or eggs produced and survival rate of newborn offspring should be plotted .</p>         | <p>PowerPoint slides<br/>Animal Fact Cards</p>                 |

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| <p><b>Milestone 3</b></p> <p>To investigate living things.</p> | <p><b>Milestone 3</b></p> <p>Describe the differences in the life cycle of a mammal, an amphibian, an insect or a bird.</p> | <p>On the Comparing Life Cycles sheet, children read the descriptions of the life cycles of two animals. They then highlight similarities in one colour, and differences in another. Children write a description of the similarities and differences between the life cycles of the two animals.</p> | <p>Working in pairs, children choose one of the environments shown on the slides to research using books and the internet. Based on this research, they should produce displays on sugar paper, featuring: descriptions of the conditions of the environment, two animals that live in it and their life cycles. Children may include pictures, facts, diagrams, graphs and tables of data in their display.</p> | <p>Working in pairs, children choose one of the environments shown on the slides to research using books and the internet. Based on this research, they should produce displays on sugar paper, featuring: descriptions on the conditions of the environment, tree animals that live in it and their life cycles. They compare the life cycles with each other.</p> | <p>PowerPoint slides Books, internet etc Comparing Life Cycles sheet</p> |
| <p><b>Milestone 3</b></p> <p>To investigate living things.</p> | <p><b>Milestone 3</b></p> <p>Describe the differences in the life cycle of a mammal, an amphibian, an insect or a bird.</p> | <p>With support, children read the Animal Fact Cards and choose one for the task. They then produce a picture book for younger children which clearly explains the life cycle of their chosen animal.</p>                                                                                             | <p>With prompts, children read the Animal Fact Cards and choose one for the task. They then produce a picture book for younger children which clearly explains the life cycle of their chosen animal</p>                                                                                                                                                                                                         | <p>Independently, children read the Animal Fact Cards and choose one for the task. They then produce a picture book for younger children which clearly explains the life cycle of their chosen animal</p>                                                                                                                                                           | <p>PowerPoint slides Animal Fact Cards</p>                               |