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| Autumn 1 – Animals including Humans  **Amazing Me!**  *Think carefully about what you were like as a baby. Look at the differences in your body, compare foot and hand sizes and make a class display. Consider how to investigate what we can hear in the playground. Investigate fruit and vegetables and plan a balanced picnic for guests.* | **Animals, including humans** (1AH)  i) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.  Animals, including humans (2AH)  i) notice that animals, including humans, have offspring which grow into adults.  ii) find out about and describe the basic needs of animals, including humans, for survival (water, food and air).  iii) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.  Working scientifically (KS1 WS)   1. asking simple questions and recognising that they can be answered in different ways 2. observing closely, using simple equipment 3. performing simple tests 4. identifying and classifying 5. using their observations and ideas to suggest answers to questions 6. gathering and recording data to help in answering questions.  |  | | --- | |  | | * Share baby photos together as a class.Discuss differences between 'baby me' and 'present me', explore memories and why they are important. Make memory chains/lockets. **(Exploring)** * Year 1 -Play Memory Games to encourage understanding of the passing of time * Year 2-Observe changes over time between the baby photos and current ones * Year 1/2 - make a class wall display of Our Body Patterns, with photographs and measurements, to show their understanding and learning **(Pattern seeking)**. * Year 2-Extend the activity by looking at ways to present the data. * Talk to each other about what makes a difference to how well they can hear a whistle when it is blown. * Year 1/2 -Investigate ideas by going outside and asking and extending questions and noticing patterns **(Pattern seeking).** * Year 2-Extend the investigation by considering how to make it fair and looking at what can be changed and what should stay the same. * Discuss and draw up a list of essential items for basic survival **(Problem solving)** * Year 1 Identify differences between fruit and vegetables using our senses. * Year 2 Classify fruit and vegetables into different groups **(Sorting, classifying and identifying)**. * Year 1 Use blindfolds to explore without the sense of sight. * Year 2- Understand how the senses work together. * Year 1 /2 Design a balanced lunch box on paper to serve as a reminder of how much each food group is required for a balanced lunch. By drawing on previous knowledge of healthy food, select healthy sandwiches to pack in a picnic. Record the healthy picnic in photographs and talk about learning with invited guests **(Problem solving).** |
| Autumn 2 – Seasonal Changes **Wild Weather!**  *In this block, think about the weather, learn how to present data and make your own weather forecast to present to the class.*  *Play shadow tag and create bar charts to record shadow length over time. Set up rain gauges tp observe rainfall and bring all the learning together in a recorded weather forecast for the school website!* | Seasonal Changes (1SC)  i) observe changes across the four seasons.  ii) observe and describe weather associated with the seasons and how day length varies.  Working scientifically (KS1 WS)   1. asking simple questions and recognising that they can be answered in different ways 2. observing closely, using simple equipment 3. performing simple tests 4. identifying and classifying 5. using their observations and ideas to suggest answers to questions 6. gathering and recording data to help in answering questions. | * Go outside and look at the weather, observe the temperature, wind etc Suggest how to dress a teddy or doll appropriately for different weather conditions**. ( Exploring, problem solving)** * Year 1 -Look at weather forecasts and the symbols used by forecasters. Year 2 - Write phrases, using typical words used by weather forecasters, to present the weather they have observed.. * Understand how the weather they have observed outside is typical (or not) of the weather for the season. Listen to Vivaldi's Four Seasons and create collage of the current season. **(Pattern seeking)** * Year 1 - Record weather observations in the classroom and discuss the changes. Year 2 Take the temperature outside in the morning and afternoon and discuss how to do this accurately. * Understand day length changes each day and varies from season to season. Look at shadows (or create them in the classroom) and look at how they change. * Year 1 -Photograph them and draw around them on the playground in pairs with chalk. Year 2 Track a shadow by observing and measuring over time and record the results. * Consider what effect rain has on us and our daily lives. Set up rainfall gauges , record rainfall and make predictions. **(Pattern seeking)** * Year 1 - Begin to look at how to record the results of the rain gauge in a clear way and use results to generate questions . Year 2 Look at how to record the results of the rain gauge in a variety of ways. * Make a wind sock to measure wind direction and a wind vane to measure the direction of the wind. Record the observations. **(Observing over time, pattern seeking)**. * Year 1 - Does the direction of the wind change from morning to afternoon? Year 2 - Observe wind direction over time; notice rainfall and wind patterns: is it always windy when it is raining? * Consider warm and cold weather and measure the temperature inside and outside the classroom. Make a thermometer box. * Year 1- Understand that air temperature changes with the seasons, and that usually summer is hotter than winter. Year 2 - Begin to understand how a thermometer box works. |
| Spring 1 – Everyday Materials **Brilliant builders! Choosing the best materials**  *Explore different materials and sort them into groups before writing songs based on their properties! Consider what it would be like if the tables were made of jelly or the chairs were chocolate! Then recreate the story of the three little pigs and predict what will happen to their houses.* | Everyday materials (1EM)   1. distinguish between an object and the material from which it is made. 2. identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. 3. describe the simple physical properties of a variety of everyday materials. 4. compare and group together a variety of everyday materials on the basis of their simple physical properties.   Uses of everyday materials (2EM)   1. identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. 2. find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.   Working scientifically (KS1 WS)   1. asking simple questions and recognising that they can be answered in different ways 2. observing closely, using simple equipment 3. performing simple tests 4. identifying and classifying 5. using their observations and ideas to suggest answers to questions 6. gathering and recording data to help in answering questions. | * Identify and name the materials found in the classroom, Sort the objects according to their properties. Play Material Snap in pairs. **(Sorting, classifying and identifying).** * **Year 1 -** Understand the difference between an object and the material from which it is made. Year 2 - Sort objects according to their properties, usefulness and other criteria * Think carefully about the different materials and their properties, and play games in pairs with items from the classroom. Write songs based on the properties of materials. **(Pattern seeking, problem solving)**. * Year 1 / Year 2 – Understand that objects are made of different materials and they have simple properties. * Play with magnets and explore their properties. Create games using magnets and classroom metal objects. **(Observing over time, problem solving)**. * Year 1 – Consider questions such as: does everything made of metal stick to a magnet Year 2 –Discuss the properties of metal objects and the usefulness of magnets. * Sort objects in the classroom according to these criteria: hard, soft, stretchy, stiff, bendy/floppy **(Sorting, classifying and identifying).** * **Year 1 / Year 2** Understand the properties of materials using terms such as hard/ soft / stretchy/ stiff/ bendy/ floppy * Listen to the story of three pigs who didn't choose the right materials and recreate using straw, twigs, bricks and a hairdryer **(Exploring, problem solving)**. * Year 1 – Explore and understand the properties of materials used by Little Pigs. Year 2 – Predict which material will be most successful. * Use alternative building materials to recreate the story of the three little pigs **(Exploring, problem solving)**. * Year 1 – Explore and use materials to recreate alternative story. Year 2 – Predict which material will be the most successful and why. |
| Spring 2 – Plants  **Growing Things**  *Explore outside and prepare tubs for planting potatoes. Record the growth of a bean and look at how it develops. Can you recreate the plant with craft materials? Can you label the parts of the plant?*  *Look really closely at little cress plants and draw what you see. Then pop them into egg sandwiches for an egg and cress snack!* | Plants (1P)   1. identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. 2. identify and describe the basic structure of a variety of common flowering plants, including trees.   Plants (2P)   |  | | --- | | i) observe and describe how seeds and bulbs grow into mature plants  ii) find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. |   Working scientifically (KS1 WS)   1. asking simple questions and recognising that they can be answered in different ways 2. observing closely, using simple equipment 3. performing simple tests 4. identifying and classifying 5. using their observations and ideas to suggest answers to questions 6. gathering and recording data to help in answering questions. | * Go outside to the school garden to look at plants. **( Exploring)** * Year 1 – Identify plants, label them and sketch. Year 2 Make a map of the garden plot, identifying the plants and predicting what they will turn into when they are fully grown. * In groups, prepare tubs and plant chitted potatoes. Label the tubs and predict what will happen. * Year 1 Look at the different types of potato and talk about any similarities and differences. Year 2 - Consider what do we need to do, as a team, to encourage our potato to grow and produce lots of potatoes. * Design and set up a garden centre in the classroom. Plant a bean in a jar and seeds in a bag and keep them in the classroom garden centre **(Observing Over Time).** * Year 1 - Share what they know about what beans need to grow. Year 2 - Start a record of the bean's growth and predict the outcome. * Plant cress seeds on cotton in an eggshell or small container. * Year 1 Place one egg shell with cress in a cupboard and talk about what might happen to the cress and its growth **(Exploring over time, pattern seeking). Year 2** Start a record of the cress growth and predict how long it will take for the cress to grow long enough to eat **(Problem solving)**. * Understand that there are differences between the bean grown in the classroom and the one grown in the cupboard. **(Exploring over time, pattern seeking** Make a bean out of craft and junk materials * Year 1 - Begin to talk about the various functions of the parts of the plant and their importance. Year 2 - Begin to explain why those differences have occurred * Understand the differences between the cress grown in the classroom and that left in the cupboard. Boil eggs and butter sandwiches and make egg and cress sandwiches. * Year 1 - Observe the cress growth and comment on their observations. Year 2 -Be able to talk about what the seed has produced and how the cress plant grew. |
| Summer 1 – Animals, including humans **Wild and Wonderful Creatures**  *Using plastic animal toys, sort them into different groups and learn all about carnivores, herbivores and omnivores.*  *Create show box dioramas for the animal toy and annotate with researched information.*  *Make a micro-safari for a toy car, with a recorded message for the pretend drivers!* | |  | | --- | | **Animals, including humans (1AH**)  Pupils should be taught to:  i) identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates  ii) identify and name a variety of common animals that are carnivores, herbivores and omnivores  iii) describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets)  iv) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. |   **Animals, including humans (2AH)**  i) notice that animals, including humans, have offspring which grow into adults.  ii) find out about and describe the basic needs of animals, including humans, for survival (water, food and air).  iii) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.  Working scientifically (KS1 WS)   1. asking simple questions and recognising that they can be answered in different ways 2. observing closely, using simple equipment 3. performing simple tests 4. identifying and classifying 5. using their observations and ideas to suggest answers to questions 6. gathering and recording data to help in answering questions. | * Using plastic animal toys, pass around and brainstorm all the information the class already know about different animals. Sort different creatures into sets according to criteria such as appearance, structure, birds, fish, amphibians, reptiles, mammals and invertebrates. **( Exploring, seeking patterns)** * Year 1 - Discuss the meaning of those groupings. Year 2 - Sort creatures into carnivores, herbivores or omnivores. * Consider the differences/similarities between what they want and what they need to survive. Discuss and draw up a list of essential items for basic survival. (**Problem solving)** * Year 1 - Understand what they need to survive and what else they might need to be comfortable and happy. Year 2 -Discuss why they need certain things for survival, including food and water. * Create show box dioramas for plastic animal toys or laminated images of wild and wonderful creatures. Year 1 – with support . Year 2 -Annotate the dioramas with researched information **(Researching and analysing secondary sources).** * Understand that animals, including humans, have offspring which grow into adults * Year 1 - Make lift the flap information poster on a wild animal. Year 2 - Make lift the flap information books on a wild animal. * Collate and discuss knowledge and information about a range of African animals **(Researching and analysing secondary sources).** * Year 1 /2 Make a micro-safari in a tuff tray for a toy car, with a recorded message for the pretend drivers, announcing facts about the wild animals, including information about their offspring and basic needs. |
| Summer 2 - Animal Life Cycles **Food Chains**  *Talk about food chains and role play the interdependence between creatures in a chain, considering what part each plays in its survival. Then explore the school grounds, looking for examples of food chains.*  *Learn about water food chains and reconstruct in tanks of water using found materials, toys and laminated images. Make plastic bag jelly fish and invite others to visit the classroom 'aquarium'. Place information signs around the aquarium.*  *Interpret the transfer of energy in a food chain through a dance, using masks and torches* | |  |  | | --- | --- | | Living things and their habitats (2LvH)   |  | | --- | | i) explore and compare the differences between things that are living, dead, and things that have never been alive  ii) identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other  iii) identify and name a variety of plants and animals in their habitats, including micro-habitats  iv) describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. |   Working scientifically (KS1 WS)   1. asking simple questions and recognising that they can be answered in different ways 2. observing closely, using simple equipment 3. performing simple tests 4. identifying and classifying 5. using their observations and ideas to suggest answers to questions 6. gathering and recording data to help in answering questions. |   Working scientifically (KS1 WS)   1. asking simple questions and recognising that they can be answered in different ways 2. observing closely, using simple equipment 3. performing simple tests 4. identifying and classifying   using their observations and ideas to suggest answers to questions. | * Role play the interdependence of a food chain and consider what part each plays in its survival. Explore the school grounds, looking for examples of food chains **(Exploring).** * Year 1 - Observe parts of food chains in the school grounds. Year 2 -discuss what would happen in the rest of the food chain * Explore the school grounds, looking for examples of food chains (living things eating leaves, for example). * Year 1 – Make simple local food chain. Year 2 –challenge them to create food chains found in other places. * Explore the differences between things that are living, dead, and things that have never been alive. Discuss the key features of things that are living, as opposed to dead. **( Exploring, pattern seeking)** * Year 1 Categorise specimens according to their features. Year 2 Categorise and label the specimens according to their features. * Create shoebox dioramas for plastic animal toys or laminated images of living things. Annotate the dioramas with researched information. **(Exploring, researching ,analysing secondary sources).** * Year 1 - Understand that habitats can be small and local but also very extensive. Year 2 - Consider what makes each creature perfectly adapted to their habitat and imagine what would happen if living things wandered into other habitats (lion in the ocean, e.g.) . * Look at water food chains and reconstruct in tanks of water using found materials, toys and laminated images. * Year 1 /2 -Make plastic bag jelly fish and invite others to visit the classroom 'aquarium'. Place information signs around the aquarium. * Year 2 - Consider that creatures found in water are perfectly suited to their environment. * Look more closely at what happens in a food chain. Understand that the sun's energy travels through a food chain and then back into the ground. **(Researching and analysing secondary sources).** * Year 1 /2 Interpret the transfer of energy in a food chain through a dance, using masks and torches Year 2 write an explanation or draw a diagram explaining how the sun's energy is transferred in their group's food chain etc. |