




Year	Knowledge				Skills
Y1/Y2 Term 1 Year B	<p><u>Focus:</u> Why Did the Little Pig Build his house of Bricks?</p> <p><u>National Curriculum Knowledge</u></p> <ul style="list-style-type: none"> ✓ Distinguish between an object and the material ✓ Identify and name everyday materials <p><u>Contributing towards:</u> Hard or Soft? Rough or Smooth?</p>				<p><u>Knowledge Skills and Understanding</u></p> <ul style="list-style-type: none"> • Describe what they see, hear and feel whilst outside. • Begin to identify and name a variety of everyday materials • Begin to distinguish between an object and the material it is made from <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • Ask questions such as what is it made of? • What is different about the different materials? • Why wouldn't we build a house from sticks or straw? <p><u>Performing simple tests</u></p> <ul style="list-style-type: none"> • Can you build a house with different materials in class that can survive in the wind? (use a fan)
	<u>Objective</u>	<u>Sticky Knowledge</u>	<u>Key Vocabulary and Definitions</u>	<u>Resources</u>	
	To name and identify wood, plastic and metal, glass and rock objects	Materials can be used to make many different things.	<p>Man made – Made by humans</p> <p>Natural – can be grown or found in the earth</p>	Sort objects made from wood rock plastic and metal (Take photo to record)	
	To sort objects depending on the material they are made from	Materials are used for different jobs	<p>Fabric – the material clothes are made from</p> <p>Rubber – a natural material that is bouncy</p> <p>Glass – a man made material</p>	Objects to sort 	
	To identify all of the materials that an object is made from – discuss why	Some objects are made from many materials	Waterproof – doesn't let water through it		
	Plastic wood and metal can be used to make many different things – discuss why use that material?	Solid materials can be used in many different ways	Solid - They stay in one place and can be held. They keep their shape.	Same item made from different material – wooden spoon, plastic spoon, plastic cup, glass cup, bags made from different materials Draw your findings	
	Make a house for the pigs using different materials from class	Heavier, solid objects are good materials for building structures.	<p>Flexible – can bend</p> <p>Fragile – easily broken</p>		

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<p>Year 1 / Year 2 Term 2 Year B</p>	<p><u>Focus:</u> Hard or soft? Rough or Smooth?</p> <p><u>National Curriculum</u></p> <ul style="list-style-type: none"> ✓ Distinguish between an object and the material ✓ Identify and name everyday materials <p><u>Contributing towards:</u> What can I make with this?</p>				<p><u>Knowledge Skills and Understanding</u></p> <ul style="list-style-type: none"> • Describe what they see, hear and feel. • Identify and name a variety of everyday materials • Distinguish between an object and the material it is made from • Describe the simple properties of everyday materials
	<p><u>Objective</u></p> <p>To name and identify wood, plastic, fabric and metal objects</p>	<p><u>Sticky Knowledge</u></p> <p>Materials can look and feel different from each other</p>	<p><u>Key Vocabulary and Definitions</u></p> <p>Hard, rough, smooth etc Describing Materials - BBC Bitesize</p>	<p><u>Resources</u></p> 	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • Ask questions such as what is it made of? • Group materials according to different criteria • What is different about the different materials? • Compare and contrast what they have found out about materials. • Why wouldn't we build a house from sticks or straw?
	<p>Investigate metal objects</p>	<p>Most metals are strong, hard and shiny materials that can be hammered into different shapes without breaking.</p>		<p>materials</p> 	<p><u>Performing simple tests</u></p> <ul style="list-style-type: none"> • Perform a simple test • Can you find a fabric that would be good for making a raincoat for Percy the Park Keeper.
	<p>Investigate when materials are bent or stretched, their shape can change</p>	<p>To know that some materials can be bendy or stretchy - some materials stay bent when they are bent some return to their shape</p>	<p>Rigid – does not bend</p> <p>Flexible – can bend</p>	<p>Changing shape of materials - BBC Bitesize Plastercine / playdough – rubber bands, wire, balloon, spring</p>	
	<p>Investigate different fabrics describe different properties of fabrics</p>	<p>Fabrics are made from thin fibres woven together.</p>	<p>Fabric – the material clothes are made from</p> <p>Transparent – lets light through</p>		
	<p>Test if a fabric is waterproof or not - Suggest different items of clothing made from different fabrics</p>	<p>To know why we have different types of fabrics</p>	<p>Waterproof – does not let water through</p>	<p>Discuss which fabric would be good to make a coat for Percy the park keeper</p>	

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Year 1 / Year 2 Term 3 Year B	Focus: I'm Alive! National Curriculum ✓ explore and compare the differences between things that are living, dead, and things that have never been alive Contributing towards: What if you had Animal Teeth? LKS2				<p>Knowledge Skills and Understanding</p> <ul style="list-style-type: none"> Identify and sort living things sort and classify things according to whether they are living, dead or were never alive record their findings using charts describe how they sorted ask questions and ways of answering their questions. <p>Working Scientifically</p> <ul style="list-style-type: none"> Ask questions such as how do you know it is a living thing? Was this once part of a living thing? (Wool) Group things according to their own criteria What do all living things need to stay alive? Compare what they have found out how different living things move. <p>Performing simple tests</p> <ul style="list-style-type: none"> Perform a simple test Can you prove that a plant moves? Where could you put it – how could we show it moves?
	<u>Objective</u>	<u>Sticky Knowledge</u>	<u>Key Vocabulary and Definitions</u>	<u>Resources</u>	
	I can group things into living and non-living	A living thing needs air water and food to stay alive A thing that is not alive is called non-living	Living - Something which is living is alive and shows the characteristics of living things. Alive - Living things are alive. Non-living - Something which is non-living is not alive. It does not show any of the characteristics of living things.	Characteristics of living things - BBC Bitesize 	
	I can describe movement as something all living things do.	Living things can move by themselves	Move - To change position or to go from one place to another.	What do animals need to survive? - BBC Bitesize Describe how different things move – fly, swim, walk, sort images, understand that plants move. Video of plants moving. Sort pictures of animals moving. Set test – plant on window ledge – take photos everyday to show how it moves.	
	I can describe reproduction as something all living things do	All living things reproduce new life	Life processes - These are the processes or actions that all living things do.	Plants – seeds, mammals – live young, birds and reptiles – eggs. Discuss any unusual animals.	
I can compare things that are alive, dead and never alive	Things that were once alive but are not any more are dead.	Mrs Nerg – Movement etc	Task 2 Comparing and grouping alive, dead and never alive 2. Group these things into alive, dead and never alive. 		

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Year 1 / Year 2 Term 4 Year B	<p><u>Focus:</u> What's for Dinner on the moon?</p> <p><u>National Curriculum</u></p> <ul style="list-style-type: none"> ✓ To identify and name a variety of common animals that are carnivores, herbivores and omnivores ✓ 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 ✓ 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 <p><u>Contributing towards:</u> What lives in this Habitat?</p>				<p><u>Knowledge Skills and Understanding</u></p> <ul style="list-style-type: none"> describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, identify and name different sources of food record their findings using charts describe how they sorted ask questions and develop ways of answering their questions.
	<u>Objective</u>	<u>Sticky Knowledge</u>	<u>Key Vocabulary and Definitions</u>	<u>Resources</u>	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> construct a simple food chain describe the conditions in different habitats and microhabitats find out how the conditions affect the number and type(s) of plants and animals that live there. Ask questions such what lives here and why? Group things according to their own criteria Compare what they have found out about different food chains – animals can be in lots of different food chains <p><u>Performing simple tests</u></p>
	To know that different animals live in different habitats	A habitat is a natural place where an organism makes its home	Habitat – the natural home of an organism. Organism – a living thing a plant or an animal is a habitat	What do animals need to survive? - BBC Bitesize Recap on living things – Mrs Nerg Different habitats Discuss different animals. woodland, pond, savanna. Is a zoo a habitat? a bird house?	
	I can talk about how animals get their food to stay alive I can research an animal and answer a question	Food gives animals energy and helps them to stay alive Animals eat different types of food	Herbivore – an animal that only eats plants Carnivore – an animal that only eats meat Omnivore – an animal that eats both meat and plants	Do all animals eat the same food? Sort animals into carnivore herbivore and omnivores. Give children 4 animals to research what they eat where they live + wow fact What do animals eat? - BBC Bitesize	
	I can talk about how animals get their food to stay alive - they use their senses	Animals get their food in lots of different ways including grazing and hunting	Graze – when an animal feeds on plants such as grass Hunt – when an animal catches other animals for their food	Discuss animals that hunt animals that graze. Sort animals graze hunt both	
	To know how to put a food chain together	A food chain is used to show the order in which living things depend on each other for food. A food chain always starts with a plant.	Food chain - used to show the order that living things depend on for food	What is a food chain? - BBC Bitesize Show simple food chain leaf, caterpillar bird. What do the arrows mean?(is food for) Complete several different food chains different habitats compare	
	To know that plants are producers and animals are consumers.	Food chains are made up of plants and animals and each has a role in the food chain. (Is food for)	Role – the part the animal or plant plays in the food chain Producer – a plant is a producer because it makes its own food	Draw a simple food chain for pond / woodland / sea. Make sure arrow points the right way. name the producer name the consumer	

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Year 1 / Year 2 Term 5 Year B	Focus: What can I Make from This?				<p>Knowledge Skills and Understanding</p> <ul style="list-style-type: none"> Identify and name a variety of everyday materials Distinguish between an object and the material it is made from Describe the simple properties of everyday materials Compare the suitability of everyday materials <p>Working Scientifically</p> <ul style="list-style-type: none"> Ask questions such as what is it made of? Group materials according to different criteria What is different about the different materials? Compare and contrast what they have found out about materials. Why wouldn't we build a boat from paper why wouldn't you build a bridge from fabric? Brunel built a boat from metal – does that surprise you? <p>Performing simple tests</p> <ul style="list-style-type: none"> Perform a simple test Test your ideas out and give suggestions to why things happened.. 																		
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Year 1 / Year 2 Term 6 Year B	Focus: What lives in the Rainforest? Enrichment: visit to the Living Rainforest Visit the Living Rainforest				<p>Knowledge Skills and Understanding</p> <ul style="list-style-type: none"> identify and name different animals including fish, birds, amphibians, reptiles, mammals, describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) record their findings using charts describe how they sorted ask questions and develop ways of answering their questions. <p>Working Scientifically</p> <ul style="list-style-type: none"> describe the conditions in different habitats and microhabitats find out how the conditions affect the number and type(s) of plants and animals that live there. Ask questions such what lives here and why? Group things according to their own criteria Compare what they have found out about different food chains – animals can be in lots of different food chains <p>Performing simple tests</p>
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	Objective	Sticky Knowledge	Key Vocabulary and Definitions	Resources	
	To know what characteristics a mammal has. To name common mammals	To know that all mammals have hair and give birth to live young who drink their mother's milk. Humans are mammals.	Mammal – an animal that has live babies and breathes air	Sort and name common mammals. What are mammals? - BBC Bitesize	
	To know the characteristics of an amphibian are. To name common amphibians	Nearly all amphibians lay eggs either in or near water. Amphibians are cold blooded	Amphibians – an animal that starts its life in water but as they grow they change to breathe air.	What are amphibians? - BBC Bitesize	
	To know the characteristics of reptiles. To name some common reptiles.	Reptiles all breathe air. Reptiles are cold blooded. Some reptiles lay eggs, some reptiles give birth to live young.	Camouflage – to match the surrounding so that they can hide.	What are reptiles? - BBC Bitesize	
	To know the characteristics of birds and fish	All birds lay eggs and have feathers. All birds have wings. All fish live in water and have gills to breathe underwater. Most fish lay eggs	Gills – a fish can breathe underwater using its gills.	What are birds? - BBC Bitesize What are fish? - BBC Bitesize	
	To know that a variety of animals live in different habitats	A woodland habitat is shady with lots of trees. Many different animals live in a woodland habitat in the UK	Habitat – the natural home of an organism Nocturnal – an animal that comes out at night	What is a woodland habitat? - BBC Bitesize Woodland habitat – think about what creatures live in the woodland and why Make a woodland food chain	
To know that a variety of different animals live in the rainforest habitat.	A rainforest habitat is warm and wet	Take a look at polar habitats as a contrast	What is a rainforest habitat? - BBC Bitesize Rainforest habitat – How are they different / similar to woodland creatures Make a rainforest food chain		
To know that a variety of animals live in different habitats	A Microhabitat is a natural home for very small organisms	Micro habitat – a small habitat inside a larger habitat	Micro habitat in the woods compared to micro habitat in the rainforest. Make comparisons		