










































































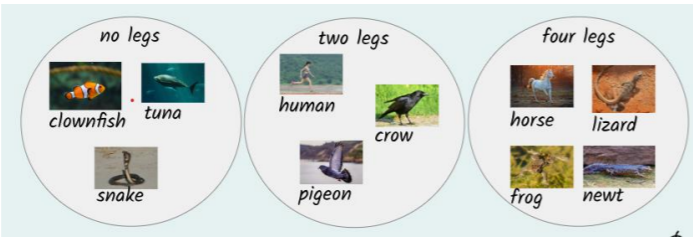
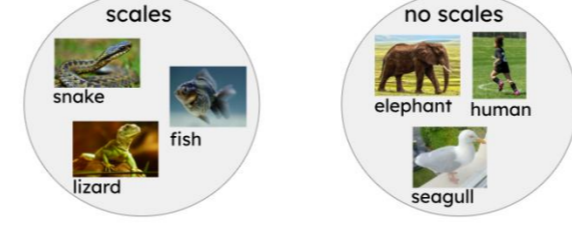
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<p><b>Y 1 / Y 2</b></p> <p><b>Term 1</b></p> <p><b>Year A</b></p>	<p><u>Focus:</u> What do I need to grow?      <u>Enrichment:</u> get cocoons to change into butterflies</p> <p><u>National Curriculum Knowledge</u></p> <ul style="list-style-type: none"> <li>✓ To know and name the basic parts of the human body and what they do</li> <li>✓ To know that animals, including humans, have offspring which grow into adults.</li> <li>✓ To Know the basic needs of animals for survival</li> </ul> <p><u>Contributing towards:</u> How Do I Keep myself healthy? T3</p>	<p><b><u>Knowledge Skills and Understanding</u></b></p> <p><b>identify</b>, name, draw and label the basic parts of the human body</p> <p><b>notice</b> that animals, including humans, have offspring which grow into adults</p> <p><b>find out</b> about and <b>describe</b> the basic needs of animals, including humans, for survival (water, food and air)</p> <p><b>say</b> which part of the body is associated with each sense</p> <p><b><u>Working Scientifically</u></b></p> <p><b>compare</b> different textures, sounds and smells</p> <p><b>observe and measure</b> to compare and contrast animals</p> <p><b>ask questions</b> about what things animals need for survival</p> <p><b>suggest</b> ways to find answers to their questions.</p>																							
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<p>Year 1 / Year 2</p> <p>Term 2</p> <p>Year A</p>	<p><u>Focus:</u> East, West, Home is best - Habitats      <u>Enrichment:</u> Burford wildlife park Zoo visit? Different habitats</p>				<p><b><u>Knowledge Skills and Understanding</u></b></p> <p><b>identify</b> that most living things live in habitats to which they are suited</p> <p><b>describe</b> how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p><b><u>Working Scientifically</u></b></p> <p><b>describe</b> the conditions in different habitats</p> <p><b>find out</b> how the conditions affect the number and type(s) of plants and animals that live there.</p> <p><b>Explain</b> why a habitat is suited to a creature and explain what might happen if the habitat is damaged.</p>
	<p><u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>✓ Explain why different animals live in different habitats</li> <li>✓ Habitats provide basic needs for living things</li> </ul> <p><u>Contributing towards:</u> What lives in the woodland classroom? T6</p>				
	<p><u>Objective</u></p> <p>To know that plants and animals live together in a habitat</p>	<p><u>Sticky Knowledge</u></p> <p>A habitat is the natural home of an animal or plant or a community. A microhabitat is a very small habitat.</p>	<p><u>Key Vocabulary and Definitions</u></p> <p><b>Habitat</b> - a natural home for an animal, plant or community <b>micro habitat</b> – a very small habitat</p>	<p><u>Resources</u></p> <p>Look at different animals and where they live</p>	
	<p>Explore a range of different habitats and what animals and plants live there</p>	<p>That there are many different types of habitats and that the living things that are there are suited to the conditions.</p>		<p>Label a variety of habitats and discuss what lives there</p>	
	<p>To know that living things live in habitats to which they are suited</p>	<p>There are many types of habitat – hot, warm, cold, dry, on land, in water. Lots of plants may live there or very few.</p>	<p><b>Desert</b> - dry land where few plants grow <b>Polar</b> - very cold places near the north and south poles</p>	<p>Explain why a habitat is a good place to live for a specific animal</p>	
	<p>To explain why an animal lives in a particular habitat</p>	<p>Habitats provide animals and plants with 3 important things – food, shelter and a safe place to raise young.</p>	<p><b>Basic needs</b> – what a living thing needs to stay alive</p>	<p>Match different animals with their habitat and explain why it lives there</p>	
<p>To know that a habitat can change and that will effect the living things that live there.</p>	<p>If habitats are damaged or changed it can cause problems for the things that live there.</p>	<p>Where is a seal's habitat? Why do you think it lives there?</p>  <p>seal</p> <p>A seal's habitat is near to the sea to be near to the food it needs to eat to survive. Seals eat sea creatures such as squid, shellfish and krill.</p>  <p>seals on a beach</p>			

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Year 1 / Year 2  Term 3  Year A	<p><u>Focus:</u> How do I keep myself Healthy?</p> <p><u>National Curriculum</u> ✓ To know how to keep myself healthy by keeping clean, eating the right food and having exercise</p> <p><u>Contributing towards:</u> What if you had animal teeth? LKS2</p>	<p><b><u>Knowledge Skills and Understanding</u></b></p> <p><b>describe</b> the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>what changes can we feel when we exercise?</p> <p>what happens to our pulse rate?</p> <p>use a stethoscope and pulse monitor</p> <p><b><u>Working Scientifically</u></b></p> <p>ask questions about what humans need to stay healthy</p> <p>suggest ways to find answers to their questions.</p> <p><b><u>Performing simple tests</u></b></p> <p>Perform a simple test</p> <p>Discuss the results of exercise on your body – what different parts of the body have to work harder? Heart, Lungs, Muscles</p> <p>what could you change about the exercise?</p>																								
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	<p><u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>✓ To recognise and name some common plants</li> <li>✓ To know the basic structure of plants</li> </ul>				<p><b>identify</b> and <b>name</b> a variety of common wild and garden plants, including deciduous and evergreen trees</p>
	<p><u>Contributing towards:</u> How does your Garden Grow? LKS2</p>				<p><b>identify</b> and <b>describe</b> the basic structure of a variety of common flowering plants, including trees</p>
	<p><u>Objective</u></p>	<p><u>Sticky Knowledge</u></p>	<p><u>Key Vocabulary and Definitions</u></p>	<p><u>Resources</u></p>	<p><b>observe</b> and <b>describe</b> how seeds and bulbs grow into mature plants</p>
	<p>To recognise and name common plants</p>	<p>Plants are living things that can be found all around us in our environment. Plants grow and change throughout the year Some plants have flowers</p>	<p><b>Observe</b> – to look very closely at something <b>Identify</b> – to name something correctly by observing it closely</p>	<p>Pictures of different environments to see where plants are growing- Name some simple plants by matching the descriptions.</p>	<p><b>find out</b> and <b>describe</b> how plants need water, light and a suitable temperature to grow and stay healthy</p>
	<p>To name different parts of a tree</p>	<p>Trees are plants</p>	<p><b>Trunk</b> – the stem of the tree above the ground – it usually has bark on it</p>	<p>Observe different trees and there different characteristics – flowers? Bark? Shape? Leaves? Fruit? Label the different parts of a tree</p>	<p><b><u>Working Scientifically</u></b></p> <p><b>observe</b> closely</p>
	<p>I can compare deciduous and evergreen trees and name some examples of each.</p>	<p>Some trees are called evergreen trees Some trees are deciduous</p>	<p><b>Evergreen</b> – trees that do not lose their leaves in winter <b>Deciduous</b> - trees that lose their leaves in winter and grow new leaves in spring.</p>	<p>Observe and describe the different leaf shape of deciduous and evergreen trees.</p>	<p><b>compare</b> and <b>contrast</b> familiar plants</p> <p><b>describe</b> how to identify and group them,</p>
<p>To name the different parts of flowering plants</p>	<p>A flowering plant has a stem, roots, leaves and a flower</p>		<p>A selection of flowering plants, hand lenses and magnifying glasses. Make a model and label the different parts of a flowering plant</p>	<p><b>keep records</b> of how plants have changed over time</p>	
<p>Flowers grow from seeds or from a bulb</p>	<p>A flower needs a seed or a bulb to grow. Seeds need to germinate before they can start to grow</p>	<p><b>Germination</b> – when a seed starts to grow into a plant <b>Shoot</b> – the part that starts to grow from the seed</p>	<p>Plant different seeds and watch them germinate and grow, measure and observe Look at the difference between a bulb and a seed</p>	<p><b>compare</b> and <b>contrast</b> what they have found out about different plants.</p>	
				<p><b><u>Performing simple tests</u></b></p> <p><b>test</b> to show that plants need light and water to stay healthy.</p>	

Year	Knowledge				Skills
Year 1 / Year 2  Term 5  Year A	<p><u>Focus:</u> Why is it cold in winter and hot in summer?</p> <p><u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>✓ observe changes across the 4 seasons</li> <li>✓ observe and describe weather associated with the seasons and how day length varies</li> </ul> <p><u>Contributing towards:</u> Would you want to live in Space? UKS2</p>				<p><b><u>Knowledge Skills and Understanding</u></b></p> <p><b>observe</b> changes across the 4 seasons</p> <p>Why do trees look different at different times of year? How did our plants change as they grew?</p> <p><b>observe</b> and <b>describe</b> weather associated with the seasons and how day length varies</p> <p><b><u>Working Scientifically</u></b></p> <p>Collect data sowing the temperature on different days</p> <p><b>Gathering and recording data to help in answering questions</b> You will collect information about the weather each day and record it in a table.</p> <p>You will ask questions like - What is the weather like this morning? What is it like this afternoon? Is the weather forecast right?</p> <p><b><u>Performing simple tests</u></b></p>
	<u>Objective</u>	<u>Sticky Knowledge</u>	<u>Key Vocabulary</u>	<u>Resources</u>	
	To know how the seasons change over the year	<p>The year can be divided into four seasons, each lasting approximately three months.</p> <p>There are twelve months in one year</p> <p>The four seasons are winter, spring, summer and autumn.</p>	<p><b>Season</b> - Seasons are periods of similar weather.</p>	Look at pictures of the same park at different times of the year – observe the changes	
	To describe the weather in different seasons	<p>The weather is often different in each season.</p> <p>Some types of weather can be described as cold, cloudy, windy, rainy or sunny.</p>		Observe and draw weather for a week. Make a weather board showing different symbols and weather words for each season.	
	To describe the weather in different seasons	<p>The weather is often different in each season.</p> <p>Some types of weather can be described as cold, cloudy, windy, rainy or sunny.</p>	<p><b>Temperature</b> - Temperature is a measure of how hot or cold something is.</p> <p><b>Thermometer</b> - A thermometer is a piece of equipment for measuring temperature.</p>	collect data about what the weather is like at this time of year. Try to provide different types of thermometers including digital if possible	
	The amount of light we see each day changes throughout the year.	<p>Day length is shorter in the season of winter and this means that it is darker for longer</p> <p>When it is daylight outside it means the part of the Earth where we are is being lit by the sun, when it is dark the sun is still shining but on a different part of the Earth. Show globe and torch</p>	<p><b>Day length</b> - Day length is how long it is light for during a day. This happens between sunrise and sunset.</p>	different activities you can do after school at different times of the year. 	
The amount of light we see each day changes throughout the year.			Collect data about the day length and record as a chart		

Year	Knowledge				Skills
<p><b>Year 1 / Year 2</b></p> <p><b>Term 6</b></p> <p><b>Year A</b></p>	<p><u>Focus:</u> What lives in the woodland classroom? <u>Enrichment:</u> Woodland classroom activities</p>				<p><b>Knowledge Skills and Understanding</b></p> <ul style="list-style-type: none"> <li>identify and name different animals including fish, birds, amphibians, reptiles, mammals,</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> <li>record their findings using charts</li> <li>describe how they sorted</li> <li>ask questions and develop ways of answering their questions.</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li><b>describe</b> the conditions in different habitats and microhabitats</li> <li><b>find out</b> how the conditions affect the number and type(s) of plants and animals that live there.</li> <li>Ask questions such what lives here and why?</li> <li>Group things according to their own criteria</li> <li>Compare what they have found out about different food chains – animals can be in lots of different food chains</li> </ul>
	<p><u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>✓ To identify and name a variety of common animals including fish, birds, reptiles and mammals</li> <li>✓ 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</li> <li>✓ sort and classify animals according to what they eat</li> </ul>				
	<p><u>Contributing towards:</u> What if you had animal teeth? LKS2</p>				
	<p><u>Objective</u></p>	<p><u>Sticky Knowledge</u></p>	<p><u>Key Vocabulary and Definitions</u></p>	<p><u>Resources</u></p>	
	<p><b>To know a variety of common animals</b> group animals according to their features</p>	<p>Mammals are warm-blooded animals that have hair or fur. All mammals have a backbone. They give birth to live young which they feed with their milk.</p>		<p>Sort and name common mammals. <u>What are mammals?</u> - BBC Bitesize</p>	
	<p>To know the characteristics of reptiles. To name some common reptiles.</p>	<p>Reptiles all breathe air Reptiles are cold bloodied. Some reptiles lay eggs, some reptiles give birth to live young.</p>	<p><b>Camouflage</b> – to match the surrounding so that they can hide.</p>	<p><u>What are reptiles?</u> - BBC Bitesize Name and label different reptiles, talk about where they live.</p>	
	<p>To know the characteristics of birds and fish</p>	<p>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. Most birds fly.</p>	<p>Gills – a fish can breathe underwater using its gills.</p>	<p><u>What are birds?</u> - BBC Bitesize <u>What are fish?</u> - BBC Bitesize</p>	
	<p>To know the characteristics of amphibians</p>	<p>Amphibians are cold-blooded animals that can live on land or in water. They lay their eggs in water.</p>		<p><u>What are amphibians?</u> - BBC Bitesize</p>	
	<p>To sort animals according to their features</p>				
<p>To know that plants and animals live together in a habitat</p>	<p><b>Woodland habitat</b> – think about what creatures live in the woodland and why</p>		<p><u>What is a woodland habitat?</u> - BBC Bitesize Observe and draw living things in the woodland</p>		
<p>To know that a variety of animals live in different habitats</p>	<p><b>A Microhabitat is a natural home for very small organisms</b></p>	<p>Micro habitat – a small habitat inside a larger habitat</p>	<p>Micro habitat in the woods – collect and draw different creatures that live in a micro habitat.</p>		