

National Curriculum		Pupils should be taught to:				
National Curriculum		Key Learning	Activities	Working Scientifically	Key Vocabulary	Exit questions
1	<p><i>Identify and name the basic parts of the human body</i></p> <p><i>Draw and label the basic parts of the human body</i></p>	Children will be able to identify and label the basic parts of the human body.	<ul style="list-style-type: none"> - Practical – Sing songs and create actions to name body parts including head, neck, arm, elbow, leg, knee, face, ears, eyes, hair, mouth, teeth. - Place labels on their body parts whilst lying down 	<p>Identifying</p> <p>Identify and name parts of the human body</p>	<p><i>Neck</i></p> <p><i>Elbow</i></p> <p><i>Knee</i></p> <p><i>Head</i></p> <p><i>Arm</i></p> <p><i>Leg</i></p> <p><i>Stomach</i></p>	<i>Simon says, point to your....</i>
2	<p><i>Draw and label the basic parts of the human body</i></p>	Children will be able to draw the human head and label the basic parts	<ul style="list-style-type: none"> - Draw own example of the head and label basic parts 	<p>Identifying</p> <p>Identify and name parts of the human body</p>	<p><i>Face</i></p> <p><i>Eyes</i></p> <p><i>Ears</i></p> <p><i>Mouth</i></p> <p><i>Lips</i></p> <p><i>Teeth</i></p> <p><i>Hair</i></p> <p><i>Nose</i></p>	<i>Simon says, point to your....</i>
3	<p><i>Identify, name and say which parts of the human body are associated with each sense.</i></p>	Children will be able to describe the five human senses	<ul style="list-style-type: none"> - Senses field walk 		<p><i>Taste</i></p> <p><i>Smell</i></p> <p><i>Touch</i></p> <p><i>See</i></p> <p><i>Hear</i></p>	<p><i>Tell me 2 things you could hear.</i></p> <p><i>Tell me 2 things you could see.</i></p>
4	<p><i>Identify, name and say which parts of the human body are associated with each sense.</i></p>	<p>Children will be able to say which part of the human body is associated with each sense.</p> <p>Children will be able to investigate the way in which we use our senses</p>	<ul style="list-style-type: none"> - Label body diagrams with organs and senses. - Identifying different objects using our different senses 	<p>Identifying</p> <p>Identify and name parts of the human body associated with each sense</p> <p>Comparative testing</p> <p>Carry out simple comparative tests exploring senses</p>	<p><i>Taste</i></p> <p><i>Smell</i></p> <p><i>Touch</i></p> <p><i>See</i></p> <p><i>Hear</i></p> <p><i>Eyes</i></p> <p><i>Ears</i></p> <p><i>Tongue</i></p> <p><i>Nose</i></p>	<i>Which sense is the most important?</i>

6	<i>Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals</i>	Children will be able to identify and name some common animals	<ul style="list-style-type: none"> - Name animals from a picture - Observe animals outside (from photos as well) 	Pattern seeking Notice links between why certain animals can or cannot be found living in the local area Researching Use a key to identify animal groups	Animals Birds Reptiles Mammals Amphibians Fish Observe	<i>Can you name some animals that could be grouped as pets and wild animals?</i>
7	<i>Describe and compare the structure of a variety of common animals including fish, birds and mammals.</i>	Children will be able to identify, describe and compare the common features of fish, birds and mammals.	<ul style="list-style-type: none"> - Label and compare the animal structures - which are similar or different? 	Pattern seeking Compare animals within the mammal, bird and fish groups to spot similarities and differences in their features and abilities. Identifying Identify physical features and abilities of animals Researching Use an eBook to find out whether or not all birds can fly	Similar Different Mammal	<i>How is a zebra similar to a horse?</i>
8	<i>Describe and compare the structure of a variety of common animals including amphibians and reptiles.</i>	Children will be able to identify, describe and compare the common features of reptiles and amphibians.	<ul style="list-style-type: none"> - Label and compare the animal structures - which are similar or different? 	Pattern seeking Compare animals within the reptile and amphibian groups to spot similarities and differences in their features and abilities. Identifying Identify physical features and abilities of animals	Reptile Amphibian	<i>What do a snake and a fish have in common?</i>
9	<i>Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals</i>	Children will be able to classify a range of animals by amphibian, reptile, mammal, fish and birds.	<ul style="list-style-type: none"> - Sort pictures into different classes of animals. Justify reasons. 	Grouping and classifying Group animals into fish, amphibians, reptiles, birds and mammals	Classify	<i>Is a frog an amphibian or a reptile? How do you know?</i>
10	<i>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</i>	Children will be able to identify, name and classify a variety of common carnivores, herbivores and omnivores.	<ul style="list-style-type: none"> - Explore different animals, discuss what they eat. - Group animals according to their diet. 	Pattern seeking Notice similarities between animals that have the same diets Grouping and classifying Group animals based on whether they are	Carnivore Herbivore Omnivore	<i>Is a human an omnivore, a carnivore or a herbivore?</i>

				omnivores, herbivores or carnivores		
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National Curriculum		Pupils should be taught to:				
National Curriculum		Key Learning	Activities	Working Scientifically	Key Vocabulary	Exit questions
1	<i>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</i>	Children will be able to identify and name a variety of everyday materials including wood, glass, metal, water and rock.	- Match/write the labels to the actual materials	Identifying Name different materials	Material Glass, Metal Water, Rock, Wood	<i>Can you name 5 different everyday materials?</i>
2	<i>Distinguish between an object and the material from which it is made.</i>	Children will be able to identify the material that an object is made from.	- Label pictures of objects with the materials they are made from. - Complete whole class material hunt.	Identifying Identify materials that objects are made of Pattern seeking Look at materials used to make objects in and out of school. Is there a pattern to what materials have been used?	Material Glass, Metal Water, Rock, Wood	<i>What materials are used when building a house?</i>
3	<i>Describe the simple physical properties of a variety of everyday materials.</i>	Children will be able to describe the properties of wood, glass, metal, water and rock.	- Create a poster describing the properties of a certain material - Describe materials given (feely bag).	Identifying Identify properties of materials Observing over time Make observations of materials over time to see if their properties change. E.g. look at	Properties Hard, Shiny Transparent Smooth, Rough	<i>How are the properties of wood and metal different?</i>

				rubber soles on shoes or bury a metal spoon in the ground to see if it stays shiny.		
4	<i>Describe the simple physical properties of a variety of everyday materials.</i>	Children will be able to describe the properties of a variety of materials by testing different objects.	- Test the properties of a range of materials	Pattern seeking Notice patterns in the properties of materials e.g. Are all rubber objects waterproof?	Behave Test Record	<i>Practical - Can you sort these objects according to their properties?</i>
5	<i>Perform simple tests to explore questions about materials and their properties.</i>	Children will be able to perform a simple test to explore the best material for an object.	- Perform an investigation - Which is the most waterproof material?	Comparative Testing Test different materials to see how much water they let through	Suitable Waterproof	<i>What is the best material for an umbrella? Why?</i>
6	<i>To compare and group together a variety of everyday materials on the basis of their simple physical properties.</i>	Children will be able to sort objects by their properties	- Sort a selection of objects based on their properties e.g. rough, shiny, smooth etc.	Grouping and Classifying Sort materials based on their properties and sort objects based on what material they are made of	Sort Group Compare	<i>What material would make a good coat? Why?</i>
	Assessment		-			

National Curriculum		<i>Pupils should be taught to:</i> <ul style="list-style-type: none"> Identify and describe the basic structure of a variety of common flowering plants, including trees Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees 				
	National Curriculum	Key Learning	Activities	Working Scientifically	Key Vocabulary	Exit questions
1	Identify and describe the basic structure of a variety of common flowering plants, including trees	Children will be able to describe and compare plants, seeds and bulbs	<ul style="list-style-type: none"> Compare and describe different plants (photos or real) Compare and describe different seeds and bulbs Sort seeds and bulbs Ask questions about seeds and bulbs *Begin plant diary* 	Identifying Identify plants, seeds and bulbs.	<i>Seeds</i> <i>Bulbs</i> <i>Plants</i> <i>Similar</i> <i>Different</i>	What is the difference between a seed and a bulb?
2	Identify and describe the basic structure of a variety of common flowering plants, including trees	Children will be able to name and compare the parts of plants	<ul style="list-style-type: none"> Match part of plant to the label Discuss basic function Observational drawing 	Pattern seeking Look at whether all plants have the same parts e.g. leaves/produce fruit/a stem Investigate if all plants that grow from bulbs have the same leaf structure Identifying Identify the parts of a plant. Grouping and classifying Group plants	<i>Roots</i> <i>Stem</i> <i>Leaves</i> <i>Flowers</i> <i>Petals</i> <i>Fruit</i> <i>Seeds</i> <i>Bulb</i>	Which part of the plant is similar to the spine of a human?
3	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	Children will be able to identify and name some common garden and wild plants	<ul style="list-style-type: none"> Plant hunt around the school grounds 	Pattern seeking Identify where wild plants grow compared to garden plants to see if there is a pattern. Identifying Identify garden and wild plants. Researching	<i>Garden plants</i> <i>Wild plants</i> <i>Weeds</i> <i>Daisy, dandelion</i> <i>Buttercup, Nettles</i> <i>Rose, pansy</i> <i>Iris, sunflower</i>	Can you name a plant that is a wild plant and also a garden plant?

				Use an identification key to identify names of plants	<i>Sweetpea, lavender Clover, grass</i>	
4	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	Children will be able to identify and name some common trees	<ul style="list-style-type: none"> - Match the part of the tree to the label - Identify deciduous and evergreen trees using clues to help them - Tree hunt in the school grounds 	<p>Pattern seeking</p> <p>Investigate if there is a pattern between the fruit humans can and cannot eat.</p> <p>Look at leaves of evergreen and deciduous trees and investigate if there is a pattern based on their appearance/ structure.</p> <p>Identifying</p> <p>Identify parts of a tree</p> <p>Identify trees based on their leaves and other features.</p> <p>Researching</p> <p>Use an identification key to identify names of plants</p>	<p><i>Tree Roots Leaves Fruit Deciduous Evergreen Nuts, cones, trunk Bark, branches Blossom, oak Horse chestnut Cedar, beech, yew Maple, hawthorn Sycamore, holly spruce, cypress</i></p>	Which picture shows a deciduous tree? How do you know?
5	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	Children will be able to name, sort and compare some common fruit and vegetable plants	<ul style="list-style-type: none"> - Name some fruit and vegetable plants - Name and sort plants into fruit and vegetable plants 	<p>Pattern seeking</p> <p>Investigate if there is a pattern between the fruit humans can and cannot eat</p> <p>Identifying</p> <p>Identify plants that produce fruit/vegetables</p> <p>Grouping and classifying</p> <p>Group fruit/vegetables.</p> <p>Group fruit/vegetables based on what part of it we eat.</p>	<p><i>Root Stem Fruit Leaves Flower Seeds</i></p>	<p>Is a tomato a fruit or vegetable? Why?</p> <p>Is a broccoli a fruit or vegetable? Why?</p>

6	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	Children will be able to name and compare some common plants and trees	- Sort the different plants into groups	<p>Grouping and classifying</p> <p>Comparing plants and deciding on criteria to sort them into groups.</p> <p>Grouping and classifying</p> <p>Group plants</p>	<p>Plant</p> <p>Wild plant</p> <p>Weed</p> <p>Garden plant</p> <p>Deciduous,</p> <p>Evergreen</p> <p>Roots, stem, leaves</p> <p>Flowers, fruit</p>	How have you grouped your plants?
	Assessment		-			

*Observing over Time- Observe plant growth over time (every week in the unit)

*Comparative testing- Measure plants/parts of a plant to find out which is the tallest/has the longest leaves (first three weeks)

Count the petals on different types of flowers to find out if all flowers have the same number of petals (first three weeks)

National Curriculum		<i>Pupils should be taught to:</i> <ul style="list-style-type: none"> To observe changes across the four seasons To observe and describe weather associated with the seasons and how day length varies 				
	National Curriculum	Key Learning	Activities	Working Scientifically	Key Vocabulary	Exit questions
1	To observe and describe weather associated with the seasons	<p>Children will be able to observe and describe the weather in autumn.</p> <p>Children will be able to collect and record data about the weather in autumn.</p>	- Children will record the weather each day for a week	<p>Grouping and Classifying</p> <p>Group things associated with each weather type.</p> <p>Observing over Time</p> <p>Observe and record different types of weather over a period of time.</p> <p>Identifying</p> <p>Identify and name types of weather.</p>	<p><i>Weather, symbol</i></p> <p><i>Temperature</i></p> <p><i>Rainfall</i></p> <p><i>Thermometer</i></p>	<p><i>What has the weather been like today? Would it be the same on a day in summer do you think?</i></p>
2	<p>To observe and describe how day length varies</p> <p>To observe changes across the four seasons</p>	<p>Children will be able to describe how day length varies from autumn to winter.</p> <p>Children will be able to identify changes in the trees and clothes that we wear from autumn to winter</p>	<p>- Children explain what we wear in autumn and winter and why it changes</p> <p>- Children to record what a tree looks like in autumn and winter.</p>	<p>Identifying</p> <p>Identify and name things in nature associated with autumn.</p> <p>Observing over Time</p> <p>Observe seasonal changes in nature.</p> <p>Researching</p> <p>Use an identification key to identify and name signs of autumn.</p>	<p><i>Deciduous, evergreen</i></p>	<p><i>In what way have the trees changed from autumn to winter?</i></p>
3	To observe and describe weather associated with the seasons	<p>Children will be able to observe and describe the weather in winter.</p> <p>Children will be able to collect and record</p>	- Children will record the weather each day for a week	<p>Grouping and Classifying</p> <p>Group things associated with each weather type.</p> <p>Observing over Time</p>	<p><i>Weather, symbol</i></p> <p><i>Temperature</i></p> <p><i>Rainfall</i></p> <p><i>Thermometer</i></p>	<p><i>What has the weather been like today? Would it be the same on a day in spring do you think?</i></p>

		data about the weather in winter.		Observe and record different types of weather over a period of time. Identifying Identify and name types of weather.		
4	To observe changes across the four seasons	Children will be able to explain how some animals adapt in winter.	- Children to match the animal with what they do in winter to survive	Observing over Time Observe seasonal changes in nature.	<i>Adapt, hibernate, migrate</i>	<i>Name 2 animals that hibernate and 1 animal that migrates over winter</i>
5	To observe changes across the four seasons	Children will be able to give examples of things that happen in winter and spring	- Children explain what we wear in winter and spring and why it changes - Children to record what a tree looks like in winter and spring.	Observing over Time Observe seasonal changes in nature.	<i>Seasons, weather Spring, winter</i>	<i>Name 2 items of clothing you would wear in winter & spring</i>
6	To observe and describe weather associated with the seasons	Children will be able to predict, observe and describe the weather in spring.	- Predict the types of weather they will see - Record the weather each day for a week	Observing over Time Observe and record different types of weather over a period of time. Identifying Identify and name types of weather.	<i>Weather, symbol Temperature Rainfall Thermometer</i>	<i>What was the most common type of weather?</i>
7	To observe changes across the four seasons	Children will be able to describe what happens in summer and how to stay safe in the sun	- Identify the items required to keep safe in the sun and how they help.		<i>Seasons, weather Spring, summer</i>	<i>Name 2 things you would expect to see in summer</i>
8	To observe and describe weather associated with the seasons	Children will be able to predict, observe and describe the weather in summer.	- Predict the types of weather they will see - Record the weather each day for a week	Observing over Time Observe and record different types of weather over a period of time. Identifying Identify and name types of weather.	<i>Weather, symbol Temperature Rainfall Thermometer</i>	<i>In what way was our weather chart different to the weather in winter?</i>
	Assessment		-			

