


Cycle A Science Year 1/2

	Topic	Curriculum Links	Aims/Activity	National Curriculum Skills	Pupil Knowledge	Vocab
Autumn 1	Magnificent Me	Music Art	Pupils will answer the following key questions: <ul style="list-style-type: none"> • What is my body like? What is my body made up of? • Are all humans the same? • Are humans animals? • Are we the same as other animals? • How does my body find out about its surroundings? • How good is our sense of taste? • How good is our sense of smell? 	Pupils will work scientifically by using their observations to: <ul style="list-style-type: none"> • Compare and contrast animals (humans) at first hand or through videos and photographs. • Use their senses to compare different textures, sounds and smells. 	I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. I can recognise that humans are animals. I can compare and describe differences in my own and others' features (eye, hair, skin colour, etc.). I can recognise that humans have many similarities.	Words linking to the senses, e.g. sense, eye, sight, see/seeing, ear, hear/hearing, nose, smell/smelling, skin, feel, touch/touching, taste/tasting and words associated with describing sounds (e.g. loud/quiet, high/low) and light (e.g. sunlight, bright/dim). Parts of the body for humans, e.g. body, head, neck, arms, legs, face, ears, eyes, nose, hair, mouth, (could also include; hands, wrists, elbows, fingers, nails, feet, toes, knees, thigh, ankles, calf, eyebrows, eyelashes, teeth, tongue, lips, hips, waist, chest, shoulders, back, etc.) Comparative language, e.g. tall/taller/tallest, long/longer/longest, similar to, different from, etc. Describe, observe, notice, compare. Expressions making generalisations e.g. 'we all...'

Spring 1	Penguins, Possums and Pigs	Geography Art	<p>Pupils will answer the following questions:</p> <ul style="list-style-type: none"> • How do we know they are animals? • What makes an animal an animal? What features do animals have? (head, body/body parts, body covering, way of moving, senses, number of legs, wings, etc.) • What things are similar between two different animals? • All animals are the same? True or false? • How do animals move? • What if animals couldn't move around? • Can you invent an animal? • What is its head and body like? How does it move? What is it covered with? Does it have a tail? Which 'super sense' does it have? 	<p>Pupils will work scientifically by using their observations to:</p> <ul style="list-style-type: none"> • Compare and contrast animals at first hand or through videos and photographs • Describe how they identify and group them. • Group animals according to what they eat. • Use their senses 	<p>I can identify and name a variety of common animals including some fish, some amphibians, some reptiles, some birds and some mammals.</p> <p>I can identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>I can describe and compare the structure of a variety of common animals.</p> <p>I can find out and describe how animals look different to one another.</p> <p>I can group together animals according to their different features.</p> <p>I can recognise similarities between animals: structure: head, body, way of moving, senses, body covering, tail. I know that animals have senses to explore the world around them and to help them to survive.</p> <p>I recognise that animals need to be treated with care and sensitivity to keep them alive and healthy.</p> <p>I know that animals are alive; they move, feed, grow, use their senses and reproduce.</p>	<p>Parts of the body for animals: head, leg, body, beak, wing, senses (eyes, ears, nose, mouth/mouth parts, hands/paws/claws/talons), etc.</p> <p>Features linked to movement: fly, swim, crawl, run, climb, etc.</p> <p>Features linked to body covering: feathers, fur, scales, colour, camouflage, etc.</p> <p>Common animal types: mammal, bird, fish, amphibians, reptiles, etc.</p> <p>Comparative language: tall/taller/tallest, long/longer/longest, similar to, different from, etc.</p> <p>Describe, observe, compare, because.</p> <p>Expressions making generalisations, e.g. 'most have...'</p>
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Summer1	Growth and Green Fingers	DT Art	<p>Pupils will answer the following questions:</p> <ul style="list-style-type: none"> • How do plants change? • Is it a plant? How do we know? • Can we name the different parts of a plant? • Are all plants the same? • Is a tree a plant? • How many different plants can we find/name? • Are all leaves the same? • Can you draw a leaf? • Are leaves always green? • Which parts of a plant can we eat? • Is it a fruit or a vegetable? • Are all roots the same? • How many colours can you find in nature? 	<p>Pupils will work scientifically by:</p> <ul style="list-style-type: none"> • Observing closely, perhaps using magnifying glasses. • Comparing and contrasting familiar plants. • Describing how they were able to identify and group them. • Drawing diagrams showing the parts of different plants including trees. • Keeping records of how plants have changed over time, for example the leaves falling off trees and buds opening. • Comparing and contrasting what they have found out about different plants. 	<p>I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>I can identify and describe the basic structure of a variety of common flowering plants, including trees (at least: flower, leaf, root, stem, trunk, seed, branch and petal)</p> <p>I know which parts of a plant we can eat and whether it is a fruit or a vegetable.</p>	<p>Labelling features: plant, seedling, tree, leaf, flower, blossom, petals, fruit, root, bulb, seed, stem, branch, twig, trunk.</p> <p>Common names for plants: daisy, dandelion, oak tree, etc.</p> <p>Categories of plants: deciduous, evergreen, wild plant, indoor plant, herb, weed, vegetable/fruit/salad crop, etc.</p> <p>Words related to working scientifically: compare (same, different), observe, describe, record, group, name/identify, change.</p>
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Summer 2	The Great Outdoors	Geography DT PE	<p>Pupils will answer the following questions:</p> <ul style="list-style-type: none"> • Can you describe the material? • What does it feel like? What does it look like? What can it do? • What is it made from? • What is the best material for...? 	<p>Pupils will work scientifically by:</p> <ul style="list-style-type: none"> • Performing simple tests to explore questions, for example: - ‘What is the best material for an umbrella? ...for lining a dog basket? ...for a shelter? 	<p>I can distinguish between an object and the material from which it is made.</p> <p>I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, rock, brick, paper and cardboard.</p> <p>I can describe the simple physical properties of a variety of everyday materials.</p> <p>I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>I can describe properties of materials such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque and transparent.</p>	<p>Common material names: metal, plastic, wood, paper, glass, clay, rock, brick, fabric, sand, papers, cork, shell, water, elastic, foil, etc.</p> <p>Words used to describe materials and their properties: hard/soft, rough/smooth, shiny/dull, bendy/not bendy, stretchy/stiff, waterproof/not waterproof, absorbent/not absorbent, magnetic, transparent, opaque, float, wet, squashy, strong, etc.</p> <p>Words and phrases for making comparisons: the same as, different from, harder, smoother, stretchiest, roughest, etc.</p> <p>Working scientifically vocabulary: group, sort, sorting rings, describe, compare, because, etc.</p>
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<p>Ongoing throughout the year during both Cycle A and Cycle B</p>	<p>Seasonal Change</p>	<p>Geography Art ICT</p>	<p>Throughout the year pupils will observe and talk about changes in the weather and the seasons.</p> <p>They will use the local environment to explore and answer questions about plants growing in their habitat.</p> <p>Where possible, they will observe the growth of flowers and vegetables that they have planted.</p> <p>They will become familiar with common names of plants and trees and will observe how plants change over time. Eg the leaves falling off trees and buds opening.</p>	<p>Pupils will work scientifically by:</p> <ul style="list-style-type: none"> • Making tables and charts about the weather and making observations of what happens in the world around them, including day length, as the seasons change. • <i>Using data logging equipment to record temperatures – (if able to resource)</i> 	<ul style="list-style-type: none"> • I can observe and describe changes across the four seasons. • I can observe and describe weather associated with the seasons and how day length and temperature varies. 	<p>Seasons, months, weeks, day, day length, temperature, weather, rainfall, seasonal change, environment, locality, habitat.</p> <p>Growth, change, signs, observations, tables, charts, patterns.</p>
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