

Why are humans not like tigers? **BIOLOGY**

Term: Autumn 1 and Autumn 2

Statutory NC Objectives:

- Y1 PoS : **Animals including humans**
- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals;
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores;
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Key Vocabulary			Knowledge Overview
ANCHOR WORDS	GOLDILOCKS WORDS	STEP ON WORDS	<u>By the end of this unit, the pupils should know that:</u>
<p>Birds – all birds have a beak, feathers, two legs and wings.</p> <p>Feathers – cover some animals’ skin and keep them warm and dry.</p> <p>Fish – fish live and breathe under water. They have scaly skin, fins to help them swim and they breathe through gills.</p>	<p>Diet – the foods we eat.</p> <p>Senses – animals have 5 senses: sight, touch, taste, hearing, smell</p> <p>Skin coverings – the different types of skin that cover the body.</p> <p>Scales – small, thin pieces that protect the skin of some animals.</p>	<p>Carnivore – animals that mostly eat other animals (meat)</p> <p>Herbivore – animals that only eat plants.</p> <p>Omnivore – animals that eat plants and other animals (meat).</p> <p>Reptiles – all reptiles breathe air and have scales on their skin.</p> <p>Amphibians – amphibians live in the water as babies and on land as they grow older. They have smooth, slimy skin.</p> <p>Mammals – animals that breathe air, grow hair or fur and feed on their mother’s milk as a baby.</p>	<ul style="list-style-type: none"> • Animals have different structures, e.g. – wings, tails, ears etc. • Animals can have different skin coverings, e.g. – scales, feathers, hair etc. • A carnivore is an animal that eats meat and other animals. • A herbivore is an animal that eats plants. • An omnivore is an animal that eats meat and plants. • Animals can be sorted in to 5 groups (mammals, fish, reptiles, birds, amphibians) • Examples of mammals are: humans, cats, giraffes • Examples of fish are: sharks, goldfish, clown fish • Examples of reptiles are: lizards, snakes, turtles • Examples of birds are: penguins, owls, chickens • Examples of amphibians are: toads, frogs, salamanders • Humans have key body parts in common but that these vary from person to person, e.g. – hair colour, eye colour, height • Humans have 5 senses – sight, touch, taste, hearing and smelling. • Each sense is linked to a part of the body. <p style="text-align: center;">ESSENTIAL KNOWLEDGE</p>

Y1 Science

“Bridging Back” (previous years/cross-curricular content) **(EY)**

Understanding the World

Explore the natural world around them, making observations and drawing pictures of animals and plants.

“Bridging Forward” (future years/cross curricular content)

Y2 PoS : Animals including humans: *What can we do to stay healthy?*

- Notice that animals, including humans, have offspring which grow into adults;
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Which is your favourite season? PHYSICS

Term: Spring 1

Statutory NC Objectives:

- Y1 PoS : **Seasonal changes**
- Observe changes across the four seasons;
- Observe and describe weather associated with the seasons and how day length varies.
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Key Vocabulary			Knowledge Overview
ANCHOR WORDS	GOLDBLOCKS WORDS	STEP ON WORDS	
<p>Weather – the weather tells us about sunshine, rain, wind, snow and how warm it will be each day.</p>	<p>Autumn – in Autumn the days start to get shorter and darker. The leaves turn orange/brown and it gets colder.</p> <p>Winter – in Winter the days are short and there are less hours of sunlight. The weather is much colder.</p> <p>Spring – in Spring the days begin to get lighter. We see plants begin to grow again and the weather gets warmer.</p> <p>Summer – in Summer there is more sunshine. The day is long and the nights are short and the days are warmer.</p> <p>Sunrise – this is the time of day when the sun comes up in the sky.</p> <p>Sunset – this is the time of day when the sun goes down.</p> <p>Day length – every day has 24</p>	<p>Forecast – this is a prediction of what the weather might be like.</p>	<p><u>By the end of this unit, the pupils should know that:</u></p> <ul style="list-style-type: none"> • There are 24 hours in a day • Day length varies as the seasons change. • Days (daylight hours) are longer in summer (approx. 16 hours) • Days (daylight hours) are shorter in winter (approx. 8 hours) • There are 4 seasons: spring, summer, autumn, winter • The weather changes with the seasons. • In winter we expect weather such as: rain, snow, hail, sleet, wind, heavy cloud. • It is usually colder in winter. • In summer we expect weather such as: sunshine, blue skies, light clouds • It is usually warmer in summer. • When the weather changes, other things change in the environment, such as more insects are found in summer, there are less leaves on the trees in autumn/winter. • People wear different clothes depending on the season. • The weather forecast helps us to find out what the weather might be like that day/week. • We can use tables and charts to present information about the weather. <p>ESSENTIAL KNOWLEDGE</p>

Y1 Science

	<p>hours. But some days have more sunlight hours than others.</p> <p>Seasons – a time of year. There are 4 seasons: Autumn, Winter, Spring, Summer</p>		
<p>“Bridging Back” (previous years/cross-curricular content) (EY)</p> <p><u>Understanding the World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>		<p>“Bridging Forward” (future years/cross curricular content)</p> <p>Y2 Geography: <i>What are seasons?</i></p> <ul style="list-style-type: none">• Weather changes and can be predicted• Snow, ice, sleet is associated with winter months• Sun, high temperatures and blue sky is associated with summer months	

Which materials would you use to build an alien’s spaceship? CHEMISTRY

Term: Spring 2

Statutory NC Objectives:

- Y1 PoS : **Everyday materials**
- Distinguish between an object and the material from which it is made;
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock;
- Describe the simple physical properties of a variety of everyday materials;
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Key Vocabulary			Knowledge Overview
ANCHOR WORDS	GOLDBLOCKS WORDS	STEP ON WORDS	<p>By the end of this unit, the pupils should know that:</p> <ul style="list-style-type: none"> • All objects are made of one or more materials. • Wood, plastic, glass, metal, water, rubber and rock are examples of different materials. • We can describe objects using their properties, e.g. – shiny, stretchy, rough, smooth etc. • Plastic can have different forms, e.g. – hard, rough, stretchy, bendy • Materials can be put in to groups depending on the materials they are made from. <p>ESSENTIAL KNOWLEDGE</p>
	<p>Material – materials are what objects are made from.</p> <p>Object – a thing that can be used. For example, a chair, pencil, bag.</p> <p>Properties – this is what an object or material is like and how it can be described. E.g. – it is hard, shiny, bendy.</p> <p>Waterproof – an object or material to keeps water out.</p>	<p>Not see through/opaque – something that doesn’t let light through.</p> <p>See through/transparent – something that lets light through</p> <p>Absorbent – an object or material that can soak up liquid.</p>	
<p>“Bridging Back” (previous years/cross-curricular content) (EY)</p>			<p>“Bridging Forward” (future years/cross curricular content)</p> <p>Y2 PoS : Use of everyday materials: Are all materials the same?</p> <ul style="list-style-type: none"> • Sometimes the same material can be used to make different objects, e.g. – metal is used for tin cans, keys, cars etc. • All objects are made of one or more materials that are chosen specifically because they have suitable properties for the task. • Properties of materials include things like being: hard, shiny, stretchy, soft, absorbent, transparent etc.

Which plants would Little Red Riding Hood find in our local park? BIOLOGY

Term: Summer 1 and 2

Statutory NC Objectives:

- Y1 PoS : **Plants**
- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees;
- Identify and describe the basic structure of a variety of common flowering plants, including trees.

Key Vocabulary			Key Knowledge
<p>ANCHOR WORDS</p> <p>Seed – when seeds are planted, new plants grow.</p> <p>Leaf – a leaf is usually green and attached to the stem of a plant.</p> <p>Flower – the colourful part at the top of the stem. This is where the seeds are.</p> <p>Branch – a woody stick that is grown on a tree. Usually holds the leaves.</p> <p>Petal – each of the pieces of the flower.</p>	<p>GOLDBLOCKS WORDS</p> <p>Blossom – a group of flowers on a tree or bush.</p> <p>Wild plants – a plant that grows where the seed falls.</p> <p>Bud – a small growth on plant that develops in to a lead or flower</p> <p>Bark – a bark is a woody covering on the trunk.</p> <p>Fruit – grown on plants. Can often be eaten by animals or humans.</p> <p>Stem – the longer, thin part of the plant that holds up the flower.</p> <p>Trunk – the main woody stem of a tree.</p> <p>Root – at the bottom of a plant/tree. Grows in the soil.</p>	<p>STEP ON WORDS</p> <p>Evergreen – a plant/tree that keeps its green leaves all year, even in winter.</p> <p>Deciduous – a tree that loses its leaves each year.</p>	<p>By the end of this unit, the pupils should know that:</p> <ul style="list-style-type: none"> • For a plant to grow it needs soil, water and sunlight • Wild plants grow around and near to our school – wherever their seeds fall. • Dandelions, daisies, buttercups and clovers are all examples of wild plants. • Evergreen trees keep its green leaves all year round, even in winter. • Deciduous trees lose their leaves each year (in Autumn/Winter) • Evergreen leaves are: thick, waxy, small and narrow like needles. • Deciduous leaves are: broad, flat and have veins running through them. • Oak, ash and birch trees are likely to grow in our local area. • Plants have common parts but they vary between different types of plants. • Plants have: leaves, a stem, seeds, roots and a flower. • Trees have: roots, a trunk, branches, leaves, fruit (sometimes)and twigs. <p>ESSENTIAL KNOWLEDGE</p>

Y1 Science

“Bridging Back” (previous years/cross-curricular content) **(EY)**

Understanding the World

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

“Bridging Forward” (future years/cross curricular content)

Y2 PoS : Plants – *How can we grow our own plants?*

- Plants can grow from either seeds or bulbs.
- Seeds and bulbs germinate and grow into seedlings.
- Some plants grow better in full sunlight whereas others are more suited to shade or partial light.
- Plants need water and space to grow and stay healthy.
- Observe and describe how seeds and bulbs grow into mature plants;
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.