

Science					
	Autumn		Spring		Summer
Year1	Materials / Weather		Animals, including humans		Plants
	Term1	Term2	Term1	Term2	Term1/2
	Everyday materials	Seasonal changes	Animals, including humans	Humans	Plants
Knowledge (must know)	-difference between an object and the material from which it is made -the name of a variety of everyday materials, including wood, plastic, glass, metal, water, and rock -simple physical properties of a variety of everyday materials	-difference between weather and climate -reasons why it is difficult to predict weather -what a weather forecast is and the symbols used by forecasters	-identify a variety of common animals including fish, amphibians, reptiles, birds and mammals -identify a variety of common mini beasts found in the local environment -identify and sort a variety of common animals that are carnivores, herbivores and omnivores	-explain why some animals make good pets -the names(and label) the basic parts of the human body -which part of the body is associated with each sense - how our body changes as we grow	-we eat lots of plants -parts of a plants (trunk, branches, stem, leaves, roots, flowers, seeds) -variety of fruits and vegetable and what makes them different -about potatoes—how we grow them and in what form we eat them -the function of each part of a plant -common names of flowers in local environment -difference between evergreen trees and deciduous trees
(skills) Be able to	-compare and group together a variety of everyday materials on the basis of their simple physical properties -plan a fair test to find out which material will keep your ice-lolly from melting -plan a fair test to find out which paper is best to clean a spill. -investigate which material will be best for making un umbrella	-plot a graph to observe weather conditions -record weather conditions - interpret graphs on weather -investigate shadows and their shapes -observe and record seasonal changes	-use a simple key to identify different animals -compare and contrast animals using different criteria -plan a fair test to find out what conditions would a woodlouse prefer to live -sort and identify common animals—fish, amphibians, reptiles, birds and mammals	-investigate ideas for , 'Top Tips for Hearing the Playground Whistle' -investigate classifying group of fruits and vegetables using our senses - Take measurements of parts of their body. - Look for patterns between people e.g. Do people with big hands have big feet?	-investigate what plants need to grow - observe and record a growth of a potato from the `eye` - observe and record changes occurring in deciduous tree through different seasons -observe leaves and flowers of different trees using a magnifying glass -sort flowers in variety of ways - how can you identify and sort leaves that you found in the local environment
Key vocabulary	absorb insulator absorbent opaque rough waterproof manufactured	shadow climate weather overcast temperature sleet snow seasons	vertebrate invertebrate amphibian bird fish mammals reptiles	classify impairment teeth elbow sight thumb toes	nutrition timber bulb deciduous evergreen shoot wild
Links	History Homes	Literacy List & Alliterative Poems Poetry Books-range Seaside and Seasons Geography how to dress accordingly to weather	Reading Rainbow fish Literacy Description-Under the Sea Non Chronological Report Kenya Letter/Emily's Diary/Information about Greenpeace Geography identify animals commonly found in both Kenya and England	Reading Eating the Alphabet-A-Z of fruit and vegetables-Lois Elhert 1000 things to eat Literacy List, Captions, Menus and Invitations- Food and Dinner Party PSHE Healthy me PE Yoga linked to bending, stretching and breathing.	

Ass.					
Performance/debate/world of work					