



Progression of Learning Objectives

Science: Year 1

Biology		Chemistry	Physics
<i>Animals, including Humans</i>	<i>Plants</i>	<i>Everyday Materials</i>	<i>Seasonal Changes</i>
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • observe changes across the 4 seasons • observe and describe weather associated with the seasons and how day length varies

<p><u>Autumn 1 – Who am I?</u></p> <p><u>Week 1</u> - Enquiry session – questions and mind map. What we already know. Looking at a body template with labels. I can name body parts.</p> <p><u>Week 2</u> - Introduced the five senses through song and used different sentence openers. Finding out what they already know. I can link a sense to the correct part of the body</p> <p><u>Week 3</u> - Senses detective – Focus on sight we played I spy outside. I can link a sense to the correct part of the body</p> <p><u>Week 3</u> – Senses detective we went for a sense walk. I can link a sense to the correct part of the body</p> <p><u>Week 4</u> – We introduced taste, looked at tastebuds, sweet, salty and sour in tasting session I can link taste to my mouth</p> <p><u>Week 4</u> – Sounds walk recording what we hear, inside and out. I can link a sense to the correct part of my body</p> <p><u>Week 5</u> – CP Touch activity, we put out different textured item and children felt these and talked about them. Vocab: hard, soft, fluffy, prickly, smooth, rough. I can use my sense of touch to feel objects.</p> <p><u>Week 6</u> – (CP)Five Senses field walk I can record some of the things I can see, hear, smell and feel.</p> <p>Assessment of KeyAcs: I can link the correct part of the human body to each sense.</p> <p><u>Week 7</u> - Linking body parts to senses Assessment of KeyAcs: I can name the parts of the human body that I can see.</p> <p><u>Summer 2</u></p>	<p><u>Spring 2 - Plants</u></p> <ul style="list-style-type: none"> I can name a variety of common wild and garden plants. I can name the petals, stem, leaf and root of a plant. I can name the roots, trunk, branches and leaves of a tree. <p><u>Week1</u> Ask children what they know of wild plants, what have they seen in their gardens, at the park? Look at pictures of common wild plants. Talk about these, then go on a wild plant hunt.</p> <p><u>Week 2</u> CP – Flower matching activity words to pictures.</p> <p><u>Week 3</u> Look at powerpoint with parts of a plant, what do the children know already? Look at different parts and talk about what they do. Children use materials to represent parts of a plant to build a plant as a group and label their plants.</p> <p><u>Week 4</u> CP – Label parts of a plant independently</p> <p><u>Week 5</u> To look at the trees powerpoint, discuss the words evergreen and deciduous and talk about the parts of a tree. To go on a walk and find a tree to draw then name the parts of a tree.</p> <p><u>Week 6</u> CP – to label a tree independently</p> <p><u>Week 7</u> Assessment</p>	<p><u>Spring 2 - Materials</u></p> <p><u>Week 1</u> I can name wood, plastic, glass, metal, water and rock. I can explain the materials that an object is made from. Practical – material to explore and feel.</p> <p><u>Week 3</u> I can describe the properties of everyday materials. Practical – objects to explore and feel.</p> <p><u>Week 4</u> I can group objects based on the materials they are made from. I can describe the properties of everyday materials. Identifying certain properties such as bendy or waterproof. Practical test recorded on a simple table in small groups</p> <p><u>Week 5</u> Practical sorting challenge – different objects</p> <ul style="list-style-type: none"> Identify and classify things. Distinguish between an object and the material it is made from. Group objects based on the materials they are made from. <p>Name wood, plastic, glass, metal.</p>	<p><u>Autumn 2 - Wonderful weather (Linked to Geography)</u></p> <p><u>Week 1</u> We were finding out what season are and how they are linked to the months of the year. Task – season wheel I can observe and comment on changes in the season I can name the season and suggest the type of weather in each season.</p> <p><u>Week 2</u> – Focus on Spring looking at pictures of spring and discussed how spring is the time for animals to have their young as the days get warmer and longer after the cold dark winter. Matching animals to their babies I can observe and comment on changes in the season. I can name the season and suggest the type of weather in each season. CP – Adding leaves to the trees to match the four season. I can observe and comment on changes in the season <u>Week 3</u> Focus on Summer, looking at clothes you would wear for that season and why packing a case. I can observe and comment on changes in the season. I can name the season and suggest the type of weather in each season. <u>Week 3</u> Identifying different weather symbols – CP task I can explain how the weather changes throughout the year and name the seasons (Geography) I can keep a weather chart and answer questions about the weather <u>Week 4</u> Focus on Autumn, talked about hibernation, how sorting animals according to if they hibernate or not.</p>
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<p>Week 1 – Look at the slide, of animals that live in the ocean. What is an ocean? Activity – sort animals that live in the ocean from animals that do not.</p> <ul style="list-style-type: none"> • Name a variety of animals including fish, amphibians, birds and reptiles. • Sort animals into categories <p><u>Week 2</u> – Look at slide, recap animals that live in the ocean, how many can you remember. Look at features of some of these different animals. Talk about Groups of animals, like mammals, birds, reptiles or fish what do these have in common? Take a quiz on features. Activity – to label features of some of these sea creatures.</p> <ul style="list-style-type: none"> • Name a variety of animals including fish, amphibians, birds and reptiles. <p><u>Week 3</u> Look at some information on sea creatures and introduce key vocabulary, reptile, fish, mammal, bird, amphibian. Look at vocabulary – carnivore, omnivore, herbivore. Do some research on IPADs into sea creatures and discuss what you find out, did see anything about our new vocabulary?</p> <ul style="list-style-type: none"> • Classify animals by what they eat • Name a variety of animals including fish, amphibians, birds and reptiles. • Begin to talk about animal categories <p><u>Week 4</u></p>			<p>I can observe and comment on changes in the season. I can name the season and suggest the type of weather in each season. <u>CP Week 5</u> – I can draw a weather symbol to match the daily weather. <u>Week 5</u> – Focus in winter, in class we made a list of things that we see/remind us of winter. I can observe and comment on changes in the season. I can name the season and suggest the type of weather in each season.</p>
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<p>Recap animal groupings and vocabulary</p> <p>Key vocabulary:</p> <ul style="list-style-type: none">fishmammalreptileamphibianbird <p>Do quizzes on bbc bitesize about the different animal groupings.</p> <p>We do – as a class we sorted animals into the 5 classifications.</p> <p>You do – children to sort animals into the classifications.</p>			
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<p><u>Vocabulary</u> hard, soft, fluffy, prickly, smooth, rough.</p> <p>learn the names of the main body parts including:</p> <p>head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth</p> <p>fish mammal reptile amphibian bird Carnivore Omnivore herbivore.</p>	<p><u>Vocabulary</u> Wild Garden Trunk Petals Stem Leaf Root Branches Evergreen Deciduous</p>	<p><u>Vocabulary</u> Stretchy Stiff Shiny Dull Rough Smooth Bendy Not bendy Waterproof Not waterproof Absorbent Not absorbent Opaque Transparent Brick Paper Fabrics Elastic Foil</p>	<p><u>Vocabulary</u> Spring Summer Autumn Winter Seasonal Changes Weather Climate Light Dark Warm Cold Offspring</p>
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Science: Year 2

Biology			Chemistry
<i>All living things and their habitats</i>	<i>Animals, including Humans</i>	<i>Plants</i>	<i>Everyday Materials</i>
<ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how 	<ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults 	<ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable 	<ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

<p>different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <ul style="list-style-type: none"> • identify and name a variety of plants and animals in their habitats, including microhabitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food 	<ul style="list-style-type: none"> • 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 	<p>temperature to grow and stay healthy</p>	<ul style="list-style-type: none"> • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching
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<p><u>Habitats: SP1 and 2</u></p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <ul style="list-style-type: none"> • I know what alive, dead and never alive means • I can identify items which are alive (plants/animals) , dead (meat, cut flowers, paper/objects made out of wood) and never alive (plastics, computers, statues etc) <p>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</p> <ul style="list-style-type: none"> • I know that a habitat is a place where plants and animals live • I know that plants and animals depend on each other in a habitat • I know that a habitat provides plants and animals with food/water, shelter, oxygen/air and space to grow • I can name a range of different habitat – urban, pond, coastal, woodland • I can name faraway habitats: coral, rainforest • To identify and name plants and animals in a range of habitats (woodland – mice, squirrels, foxes. Pond – fish, water lilly, frogs, dragonflies. Coastal – hermit crab, seals, puffins. Coral – sea turtles, banded cleaner shrimps, clown fish, algae. Rainforest – macaws, sloths, monkeys) <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <ul style="list-style-type: none"> • To identify and name plants and animals in a range of habitats: Microhabitats 	<p><u>Animals Including Humans: Summer 2</u></p> <p>Notice that animals, including humans, have offspring which grow into adults</p> <ul style="list-style-type: none"> • I know that animals and humans have offspring (young) which grow into adults and can name some of them: cow, calf, pig, piglet, snake, hatchling, horse, foal, bear, cub • I can name the stages in the human life cycle: baby, toddler, child, teenager, adult, elderly • I can name the stages in an animal life cycle and how these may differ between mammals, amphibians, reptiles and birds (focus on life cycle of a frog) <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <ul style="list-style-type: none"> • I know that animals and humans have 3 basic needs to survive: water, food and air <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <ul style="list-style-type: none"> • I know that a balanced diet is important for humans to stay healthy • I know that exercise is important for: your heart, strengthening muscles, staying flexible, burning energy and making you feel good • I know that good hygiene is important to stop germs spreading and to stay healthy • 	<p><u>Plants: Summer 1</u></p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <ul style="list-style-type: none"> • I can name parts of a plant (roots, stem, leaves, petals, bud, flower) and begin to understand the role of a seed (new plant growth) • To describe how seeds disperse (water, explosion, animals, wind) • I can describe the life cycle of a sunflower (germination, shoot, flower, die – dispersal/reproduction) • I can describe the life cycle of a daffodil (dormancy - summer, planting - autumn, prebloom - late winter, bloom spring, withering – late spring) <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <ul style="list-style-type: none"> • To set up a simple test to determine what seeds and bulbs need to germinate (water) and grow healthily/survive (correct temperature, water, sunlight) • To describe what plants need to grow and stay healthy by making conclusions from a simple test (water, light and suitable temperature – discuss plants needing different temperatures: banana plant and coconut palm) • 	<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <ul style="list-style-type: none"> • I can explore which objects change shape when squashed: being crushed or squeezed • I can explore which objects change shape when bent: change from straight to curved • I can explore which objects change shape when twisted: push and pull in different directions • I can explore which objects change shape when stretched: pulled in opposite directions without breaking •
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<ul style="list-style-type: none"> • I know that a microhabitat is a small habitat for a small creature • I can explore microhabitats in our school grounds and identify some animals and plants that live there • I know that some microhabitats include a log, under a leaf, behind a tree, in the allotment bed <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <ul style="list-style-type: none"> • I know that a food chain shows how animals depend on each other for food e.g. a mouse is eaten by a fox • I can draw and read my own food chain <p>TRIP: Yorkshire Wildlife Park trip: to gain a further understanding of food chains</p> <ul style="list-style-type: none"> • 			
<p><u>Vocabulary</u> Habitats (woodland – mice, squirrels, foxes. Pond – fish, water lilly, frogs, dragonflies. Coastal – hermit crab, seals, puffins. Coral – sea turtles, banded cleaner shrimps, clown fish, and algae. Rainforest – macaws, sloths, monkeys)</p>	<p><u>Vocabulary</u> Cow Calf Pig Piglet Snake Hatching Horse Foal Bear Cub Mammals Amphibians Reptiles Life cycle</p>	<p><u>Vocabulary</u> Roots Stem Leaves Petals Bud flower explosion germination shoot flower disperal/reproduction</p>	<p><u>Vocabulary</u> Squashing Bending Twisting Stretching Charles Macintosh Leo Hendrick Baekland John Dunlop hard soft transparent waterproof bendy absorbent flexible</p>

Working Scientifically

KS1

- Ask simple scientific questions and recognise they can be answered in different ways

- Use simple equipment to make observations e.g. magnifying glass
- Carry out simple tests with your class
- Identify and classify things into groups
- Answer questions using observations and ideas from the lesson
- Gather and record data to help answer questions