



Year 1 and Year 2	Autumn	Spring	Summer
<p>Ourselves Humans</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 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) <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Up in the Air Seasonal Change</p> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. <p>The Secret Garden Plants</p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. 	<p>Cycle A</p> <p>Ourselves</p> <p>For this topic we start with investigating the names of different body parts to help children to develop a greater awareness of their own bodies. The labelling task is linked to our Goldilocks work to give a clear purpose and familiar theme for the children to motivate and develop their thinking skills. This is followed by a maths application task where children have to measure the length of a body part. They use their measuring skills to consolidate measuring skills from Maths with non standard units and also introduce standard units with a ruler. Now that the children have more awareness of the names of different body parts we progressed onto learning about what the body parts do for the 5 senses. Once the children are aware of the 5 senses they investigate the different ways that they use their senses at school. To learn further information about the senses we then complete a Senses Marketplace activity and then this knowledge is applied in the familiar context of the story again to assess children's understanding. The remaining part of the topic develops the children's understanding of how to keep their</p>	<p>Up in the Air!</p> <p>This unit focuses mainly on Investigation skills. We build upon our prediction skills in the previous unit and also work on planning investigations, recording results accurately, developing an understanding of fair testing and writing about our findings. The day length knowledge is always a challenge for children but we have found some useful videos to help explain the concept as well as a circular day length card activity. We use the weather reporting task to develop children's understanding of weather types and it also consolidates and compliments the position/direction work in maths. It also introduces the compass direction work that is taught in the next unit of Geography work.</p>	<p>The Secret Garden</p> <p>We have chosen to complete the Plants unit of work in this term as the children can see and grow plants at this time of year, which helps to develop their understanding. This topic also links particularly well with other subjects such as English and History and these curriculum links help to develop and apply skills effectively. We start the unit with the enquiry questions 'What will the Queen's gardener need to know?' and 'What could you tell them about gardens?' This gives us the opportunity to 'set the scene' for our learning about plants as well as providing a baseline assessment opportunity for the names of plants and trees that children already know as well as what they already know about what plants and trees need in order to grow. We then complete a Marketplace activity to team children the names of some different plants and trees. We then teach the children to different parts of the plants and trees. Once the children have acquired some knowledge in the classroom we then take them into the local environment to apply these skills by finding and naming the plants and</p>



<ul style="list-style-type: none">• Identify and describe the basic structure of a variety of common flowering plants, including trees.• 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. <p>Homes</p> <p>Everyday Materials and Uses of Everyday Materials</p> <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.• 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>bodies healthy now that they know the names of the different parts and the functions of their senses. Hopefully by this stage we thought that the children will have understood how important and amazing their bodies are so they want to learn about how to look after them. We teach the children what humans need to survive which is further developed in our Animals topic when we translate this understanding across to all animals . We then teach the children about healthy eating and the 5 different food groups which we also decided to keep until later in the topic because the Scientific vocabulary associated with this part of the topic is more challenging. We then develop their understanding of the importance of doing exercise and the different types of exercise that we can do. Hopefully children will be able to relate to the FUNDAMENTAL movement skills that we have developed in our PE sessions by this stage in the term. We complete the unit with an assessment task which has a clear purpose linked to our book series to motivate learning and allows us to find out which areas of the unit that the children have fully understood.</p>		<p>trees we have already discussed alongside finding and naming new plants and trees that they do not already know by using the plant and tree spotter sheets that we give them. Once the children can name plants and trees, the parts of plants and trees and have developed some understanding of how plants and trees grow, we then focus on completing an investigation about growing plants where there is one control – amount of light. The children develop their prediction skills based upon applying the knowledge that they already know about what plants need to grow and we discuss this together as part of the investigation so that children who do not already understand this can then revise their predictions if they want to. Children develop their understanding of fair testing by making sure that we only have one control and we can also apply our measuring skills for capacity as children are chosen to water the cress with a set amount each day. Once the children have learnt which is the best colour to choose they then are asked to write about and explain their findings to Percy to assess their understanding. They then get to make their own miniature gardens that they can care for at home now that they</p>
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<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. <p>Animals (Animals, including humans)</p> <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). Notice that animals, including humans, have offspring which grow into adults. 			<p>know what cress needs in order to grow successfully. This task links to DT planning and designing skills. We finish the unit with a booklet for the Queen to share the information that they have learnt about plants and assess what they have understood from the unit. The children</p>
<p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Living things and their habitats</p> <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 different habitats 	<p>Cycle B</p> <p>Homes</p> <p>For this topic we start with investigating basic materials and basic properties before progressing onto a wider range of materials and more complex properties. The Assessment task is linked to our 3 pigs work to give a clear purpose and familiar theme for the children to motivate and develop their thinking skills. This is followed by an investigation also linked to this theme which continues to develop children's thinking skills about materials but also allows them to apply their</p>	<p>Animal Kingdom</p> <p>This topic begins with a baseline Assessment to see what animals the children already know. Once the children have learnt some new animal names from each other and our discussions we can now look into greater depth about how animals can be grouped according to their similarities. We introduce this concept by learning about nocturnal animals and the children complete the familiar activity of the 'Marketplace' to acquire new knowledge about these animals in a collaborative and enquiry based way. We</p>	<p>All at sea!</p> <p>We start the topic by revising the Animal and their babies work from last term which gives us the opportunity to revise some of the key concepts such as animal names and how the change and grow. We then move onto where animals live and introduce and define the terms habitats and microhabitat. Once this has been understood we then learn about a different range of habitats, starting with the familiarity of the Seashore from The Lighthouse Keeper stories and then moving onto</p>



<p>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 micro-habitats. <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> <p>Working Scientifically – During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ol style="list-style-type: none">Asking simple questions and recognising that they can be answered in different waysObserving closely, using simple equipmentPerforming simple testsIdentifying and classifyingUsing their observations and ideas to suggest answers to questionsGathering and recording data to help in answering questions	<p>understanding of the story as well. In this investigation we decided to develop prediction skills as their story knowledge can help to develop their scientific prediction skills and gives the children the opportunity to explain their prediction skills more easily. There is also a link with Maths through developing their measuring skills to consolidate measuring skills from Maths with non standard units and also introduce standard units with a ruler and a metre stick. We then ask the children to write about their understanding of the investigation through their letters, which also provides a baseline for the Y2 English writing task later in the term. Once we have established some names and properties for materials in the story we move onto learning about a wider range of materials. The woolly saucepan poem provides a cross curricular link with our poetry work in English and encourages children to think about why materials don't work for certain tasks. This type of reasoning and explanation aims to give them an even deeper understanding of the properties of different materials and by justifying their thoughts children become more confident with naming materials and the different properties that they have. Now that children have a</p>	<p>then develop this idea of grouping animals further by sorting them into fish, amphibians, reptiles, mammals and birds which is more challenging as there are more groups and the scientific vocabulary is more challenging for the children. The next part of the unit investigates what animals eat and we can then develop our grouping skills further by understanding and using the term herbivore, carnivore and omnivore. Now that we have a solid understanding of the names of animals and their special features by which we can group them we then finish the unit by learning about how animals grow and change and the names of different animal babies. A visit from Tees Valley Wildlife to introduce/revisit the concept of SWAF to explain what animals need in order to survive. This links with the work in the Ourselves unit which is based on humans and allows children to understand that all animals need SWAF as well as reiterating that humans are animals.</p>	<p>more potentially unfamiliar habitats such as a rainforest, woodland and ocean. We use the familiar Marketplace activity from the previous terms to introduce and share the new information that is learnt. We then go into our local environment to investigate some different habitats and collect things in these habitats on a collection strip. This was an activity that we completed on a field trip a few years ago and worked really well to get children talking about what is in a habitat, why it is there and why the specific habitat is chosen by various animals. The next part of the topic focuses on learning about what living, not living and never been alive means. We have chosen to do this learning at this point as by now children should have a good understanding of animals, how they change and grow, what they eat and where they live which should make them be able to understand the concept more easily. This is similar for the work on food chains which is the final part of the topic and needs the broad range of the whole of the animals unit and the habitats unit in order to help the children gain a full and deep understanding of this concept. We finish the unit with an animals booklet to share the</p>
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	<p>firm understanding of materials and their properties they are ready to apply these skills in a more complex investigation which again aims to develop their prediction skills. The context of the coat for Bobby and Patch gives a clear, motivating purpose for the children and they can share their findings through writing a letter, which is now a familiar genre for writing. To develop the topic to now cover more complex properties we return to the familiar themes of the 3 pigs story and 'A Squash and a Squeeze' story. The children are made aware that these are more complex properties now that they have an awareness of basic properties.</p> <p>Firstly, children investigate what the different properties are and then apply their skills to investigate 2 key questions – How could we block a chimney? and How many objects can we fit in a jar? We also discuss the concept of full which links to capacity work in Maths for next term – is it really full? Can we fit anything else in such as water, sand which extends children's thinking to include liquids, solids that behave like liquids and gases. We finish the topic with an assessment task, which provides the opportunity to see the levels of understanding about materials and their properties that children have developed.</p>		<p>information that they have learnt about animals and assess what they have understood from the unit. The children enjoy the booklet tasks and the open ended aspect of the activity means that it can be accessed by all children and easily shows the differentiated aspects of understanding that the children have gained.</p>
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Subject Overview | Science
Zetland Primary School

Year Group: 1/2