




Y1	Autumn 1 Topic: Traditional Tales	Autumn 2 Topic: Lego/Christmas	Spring 1 Topic: Who Lives Here?	Spring 2 Topic: Animal Kingdom	Summer 1 Topic: Space	Summer 2 Topic: The Seaside
	Materials	Seasonal changes - Autumn/Winter	Animals including humans	Animals including humans	Seasonal changes - Spring/Summer	Plants
WS	<ul style="list-style-type: none"> <li>- Ask simple questions and recognise that they can be answered in different ways</li> <li>- Use simple equipment to observe closely</li> <li>- Perform simple tests</li> <li>- Identify and classify</li> <li>- Use his/her observations and ideas to suggest answers to questions</li> <li>- Gather and record data to help in answering questions</li> </ul>					
Knowledge Curriculum coverage	<ul style="list-style-type: none"> <li>- Distinguish between an object and the material from which it is made</li> <li>- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>- Describe the simple physical properties of a variety of everyday materials</li> <li>- Compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>	<ul style="list-style-type: none"> <li>- Observe changes across Autumn/Winter</li> <li>- Observe and describe weather associated with Autumn/Winter and how day length varies</li> </ul>	<ul style="list-style-type: none"> <li>- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>- Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul>	<ul style="list-style-type: none"> <li>- Observe changes across Autumn/Winter</li> <li>- Observe and describe weather associated with Autumn/Winter and how day length varies</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>- Identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul>

Y2	Autumn 1 Topic: Tales With a Twist	Autumn 2 Topic: Castles and Christmas	Spring 1 Topic: Bostin' Birmingham Landmarks	Spring 2 Topic: Bostin' Birmingham Landmarks	Summer 1 Topic: Our Great World	Summer 2 Topic: Our Great World
	Animals including humans	Materials	Animals including humans	Living things and their habitats	Plants	Living things and their habitats
WS	<ul style="list-style-type: none"> <li>- Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum</li> <li>- Use simple equipment to observe closely <b>including changes over time</b></li> <li>- Perform simple <b>comparative</b> tests</li> <li>- Identify, <b>group</b> and classify</li> <li>- Use his/her observations and ideas to suggest answers to questions <b>noticing similarities, differences and patterns</b></li> <li>- Gather and record data to help in answering questions <b>including from secondary sources of information</b></li> </ul>					
Knowledge Curriculum coverage	<ul style="list-style-type: none"> <li>- Understand that animals, including humans, have offspring which grow into adults</li> <li>- Describe the basic needs of animals, including humans, for survival (water, food and air)</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>- Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>	<ul style="list-style-type: none"> <li>- Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>- 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</li> </ul>	<ul style="list-style-type: none"> <li>- Observe and describe how seeds and bulbs grow into mature plants</li> <li>- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> <li>- Identify and name a variety of plants and animals in their habitats, including micro-habitats</li> </ul>

<b>Year 1</b>			
	<b>Knowledge</b> 	<b>Skills</b> 	<b>Vocabulary</b> 
<b>Materials</b>	<ul style="list-style-type: none"> <li>- The material is what an object is made from.</li> <li>- Name a variety of everyday materials</li> <li>- Describe the simple physical properties of a variety of everyday materials</li> </ul>	<ul style="list-style-type: none"> <li>- Distinguish between an object and the material from which it is made</li> <li>- Explore objects made from different materials</li> <li>- Discuss and raise and answer questions about the material different objects are made from</li> <li>-</li> </ul> <p>Pupils. Pupils might work scientifically by: performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?'</p> <ul style="list-style-type: none"> <li>- Sort materials based on the materials they are made from</li> <li>- Compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>	<p>Material, object</p> <p>wood, plastic, glass, metal, water, rock, brick, paper, fabrics, elastic, foil</p> <p>hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent.</p>

<ul style="list-style-type: none"> <li>- Know the classification of animals and give some examples of each.</li>   <li>- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li>   <li>- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>- Identify and describe the basic structure of a variety of common flowering plants, including trees</li> <li>- Observe changes across the four seasons</li> <li>- Observe and describe weather associated with the seasons and how day length varies</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li>   <li>- Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> </ul> <p><b>Think of the skills, techniques, resources you would like children to learn throughout the year. Ensure you look at year 2 to ensure there is progression and skill development between years 1 and 2</b></p> <ul style="list-style-type: none"> <li>-use the local environment throughout the year to explore and answer questions about animals in their habitat.</li> <li>- understand how to take care of animals taken from their local environment and the need to return them safely after study. become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets. Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes. Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells</li> </ul>	<p>Animals, fish, amphibians, reptiles, birds, mammals</p> <p>carnivore, herbivore, omnivore</p> <p><b>Think of the key vocabulary you want to teach children to use independently. Ensure you look at year 2 to ensure there is progression in vocabulary between years 1 and 2</b></p> <p>PLANTS</p> <p>Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted. They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem). Pupils might work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Pupils might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.</p>
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**Year 2**

**Knowledge** 

**Skills** 

**Vocabulary** 

<ul style="list-style-type: none"> <li>- Understand that animals, including humans, have offspring which grow into adults</li> <li>- Describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> <li>- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>- Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> <li>- Observe and describe how seeds and bulbs grow into mature plants</li> <li>- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> <li>- Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>- 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</li> <li>- Identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>- Describe how animals obtain their food from plants and other animals, using the idea of a</li> </ul>	<p>Think of the skills, techniques, resources you would like children to learn throughout the year. Ensure you look at year 2 to ensure their progression and skill development between years 1 and 2 - (the example below has parts in bold that are new skills specific to year 2)</p> <ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>• use <b>simple compass directions (North, South, East and West)</b> and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>• use aerial photographs <b>and plan perspectives</b> to recognise landmarks and basic human and physical features; devise a simple map <b>and use and construct basic symbols in a key</b></li> </ul>	<p>Think of the key vocabulary you want to teach children to use independently. Ensure you look at year 2 to ensure there is progression in vocabulary between years 1 and 2</p> <p><b>World place continent country city capital</b>  <b>United Kingdom, Pacific, Atlantic, Europe, Asia</b></p>
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simple food chain, and identify and name different sources of food		
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