



| Subject |
|--------------------------|
| Animals including humans |

| Concept |
|---------|
| Biology |

| Enquiry skills |
|--------------------------|
| Identifying/ classifying |

| Prior Learning | New Learning | Future Learning |
|---|---|---|
| <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Name and describe people who are familiar to them.</p> | <p>Identify and name a variety of common animals including fish, amphibians, reptiles, mammals and birds</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, and mammals, including pets)</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> | <p>In Year 2 pupils will be taught to:</p> <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>In Year 6 pupils will be taught to:</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p> |

Sequence of Learning

- What are the parts of the human body? EYFS retrieval of body parts, match the senses to their associated body part.
- What are mammals? Include examples and structure
- What is an amphibians?
- What is a reptiles?
- What is a bird?
- What is a fish?
- What do animals eat?

| Current Vocabulary | New Vocabulary |
|--------------------|----------------|
| Senses | Carnivore |
| Sight | Herbivore |
| Hearing | Omnivore |
| Touch | Human |
| Taste | Animal |
| Smell | Mammal |
| Head | Fish |
| Neck | Bird |
| Arms | Amphibian |
| Elbows | Reptile |
| Legs | |
| Knees | |
| Face | |
| Ears | |
| Eyes | |
| Hair | |
| Mouth | |
| Teeth | |

| Trip/Visitor |
|------------------|
| Animal man visit |

| Misconceptions | <p>Only four-legged mammals, such as pets, are animals • humans are not animals • insects are not animals • all 'bugs' or 'creepy crawlies', such as spiders, are part of the insect group • amphibians and reptiles are the same.</p> |
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| Science |
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| Everyday materials |

| Concept |
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| Chemistry |

| Enquiry skills |
|----------------------|
| Testing Measuring |

| Sequence of Learning |
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| <ul style="list-style-type: none"> • What is an object? What is a material? • What are the names of these materials? • What materials are these objects made from? • What are some different properties of materials? • What properties do these materials have? • How can we group together different materials? |

| Current Vocabulary | New Vocabulary |
|--------------------|-------------------|
| Hard | <u>Material</u> |
| Soft | Wood |
| Big | Plastic |
| Small | Glass |
| | Metal |
| | Water |
| | Rock |
| | <u>Properties</u> |
| | Strong |
| | Weak |
| | Rough |
| | Smooth |
| | Dull |
| | Shiny |

| Prior Learning | New Learning | Future Learning |
|--|---|---|
| <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about the differences between materials and changes they notice.</p> | <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Distinguish between an object and the material from which it is made</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> | <p>In Year 2 pupils will be taught to:</p> <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> |

| Trip/Visitor |
|----------------------|
| Make a toy workshop? |

| Misconceptions | <p>only fabrics are materials • only building materials are materials • only writing materials are materials • the word 'rock' describes an object rather than a material • 'solid' is another word for hard. ·</p> |
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| Subject |
|---------|
| Plants |

| Concept |
|---------|
| Biology |

| Enquiry skills |
|--------------------------|
| Recording Reporting |

| Prior Learning | New Learning | Future Learning |
|--|---|--|
| <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p> | <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> | <p>In Year 2 pupils will be taught to:</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> |

| Sequence of Learning |
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| <ul style="list-style-type: none"> • What are the names of some wild plants? • What are the names of some garden plants? • What are the names of some trees? • What is the structure of a flower? • What is the structure of a tree? • Double page spread/ whole class display of learning |

| Current Vocabulary | New Vocabulary |
|--------------------|-----------------|
| Water | Plant Structure |
| Plant | Leaves |
| Tree | Petals |
| Grow | Stem |
| | Trunk |
| | Roots |
| | Seed |
| | Bulb |
| | Types of plants |
| | Deciduous |
| | Evergreen |
| | Flowers |
| | Fruit |
| | Garden plants |
| | Wild plants |
| | Weed |

| Trip/Visitor |
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| Walk to local park observe what is growing in school over time |

| Misconceptions | All plants are flowering plants, grown in pots with coloured petals, leaves and a stem . Trees are not plants . All leaves are green . All stems are green . A trunk is not a stem . Blossom is not a flower |
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| Subject |
| Year 1 |
| Seasonal Changes |

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| Concept |
| Physics |

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| Enquiry skills |
| Observing Concluding |

| Prior Learning | New Learning | Future Learning |
|---|--|---|
| <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> | <p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p> | <p>In Year 5 pupils will be taught to:</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p> |

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| Equipment |
| Magnifying glasses, iPads for photographs |

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| Sequence of Learning |
| <ul style="list-style-type: none"> • What are the seasons? Retrieval • What is Autumn? • What is Winter? • What is Spring? • What is Summer? • How have the seasons changed throughout the year? Weather • How have the seasons changed throughout the year? Length of days |

| Current Vocabulary | New Vocabulary |
|--------------------|----------------|
| Weather | Season |
| Rain | Autumn |
| Snow | Spring |
| Sun | Summer |
| Wind | Winter |
| Ice | Month |
| Frost | Year |
| Hot | Day length |
| Cold | Sunrise |
| Puddles | Sunset |
| Clods | Shadow |
| Storm | Sleet |
| | Hail |

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| Trip/Visitor |
| Walks around the field |
| Walk to the park in summer |

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| Misconceptions | It always snows in winter · It is always sunny in the summer · There are only flowers in spring and summer · It rains most in the winter. |
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