

Carr Hill Community Primary School









Key Stage One

Science Mapping



Science Curriculum Mapping

KS1

Cycle 1									
Year 1 & 2	<u>Prior Learning</u> These should be considered in flash backs/ revised where topics have not covered for a long time	<u>Amazing Me Biology</u> Animals, Including Humans 	<u>Flames & Fireworks Chemistry</u> Everyday Materials Uses of Everyday Materials 	<u>Globe Trotter Biology</u> Plants 	<u>House & Homes Chemistry</u> Everyday Materials Uses of Everyday Materials 	<u>All Creatures Great and Small Biology</u> Animals including Humans 	<u>Oh I do like to be beside the Seaside Lighthouses Biology</u> Living Things and their Habitats 		
Autumn 1 Gibside Weather observations and discussions daily.	Seasonal Change and weather observed across the year	In Early Years children should: <ul style="list-style-type: none"> • be able to identify different parts of their body. • Have some understanding of healthy food and the need for variety in their diets. • Be able to show care and concern for living things. • Know the effects exercise has on their bodies. • Have some understanding of growth and change. • Can talk about things they have observed including animals. 					National Curriculum Objectives		Flash Backs
		Amazing Me Biology Animals, Including Humans <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. – Body part focus Y1 • Notice that animals, including humans, have offspring which grow into adults. Y2 Human Focus 					Key Learning <ul style="list-style-type: none"> • Humans have key parts in common, but these vary from person to person. • Animals, including humans, have offspring which grow into adults. In humans and some animals, these offspring will be young, such as babies or kittens, that grow into adults. In other animals, such as chickens or insects, there may be eggs laid that hatch to young or other stages which then grow to adults. The young of some animals do not look like their parents e.g. tadpoles. 		<ul style="list-style-type: none"> • Lifecycles – Butterfly • 5 senses
Autumn 2 1st lesson of Aut 2 to look at seasonal change – AUTUMN. Weather observations and discussions daily.	Seasonal Change and weather observed across the year	In Early Years children should: <ul style="list-style-type: none"> • Developing an understanding of change. • Observe and explain why certain things may occur (e.g. leaves falling off trees, weather changes). • Look closely at similarities, differences, patterns and change. • Comments and questions about the place they live or the natural world. 					Flames & Fireworks Chemistry Everyday Materials and Uses of Everyday Materials <ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made. Y1 • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Y1 • Describe the simple physical properties of a variety of everyday materials. Y1 • Compare and group together a variety of everyday materials on the basis of their simple physical properties. Y1 • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Y2 		Flash Backs <ul style="list-style-type: none"> • Seasons e.g show pictures linked to the seasons • Pre teach vocab linked to senses – rough, smooth, hard, soft etc.
		Key Learning <ul style="list-style-type: none"> • All objects are made of one or more materials. Some objects can be made from different materials e.g. plastic, metal or wooden spoons. • Materials can be described by their properties e.g. shiny, stretchy, rough etc. Some materials e.g. plastic can be in different forms with very different properties. 							

			<ul style="list-style-type: none"> • All objects are made of one or more materials that are chosen specifically because they have suitable properties for the task. For example, a water bottle is made of plastic because it is transparent allowing you to see the drink inside and waterproof so that it holds the water. When choosing what to make an object from, the properties needed are compared with the properties of the possible materials, identified through simple tests and classifying activities. A material can be suitable for different purposes and an object can be made of different materials. <p>Working Scientifically Skills to be taught</p> <ul style="list-style-type: none"> • Ask simple questions about the world around us • Recognise that questions can be answered in different ways (changes over time, noticing patterns, grouping and classifying, comparative and fair tests, research) • Observe closely using simple equipment. • To know how to use simple equipment safely. • Identify and classify. • Decide how to sort and group objects, materials and living things. <p>WHAT INVESTIGATION??? – 3 pigs houses</p> <ul style="list-style-type: none"> • Carry out simple tests • Begin to make predictions and give a reason • Say what happened in an investigation. • Gather and record data • Record and communicate findings in a range of ways – use simple tables • Talk about what they have found out and how they found it out • Begin to say what happened in my investigation and whether I was surprised by the result or not • To begin to say what I would change in my investigation 	
<p>Spring 1</p> <p>Kirkley Zoo</p> <p>1st lesson of Spr 1 to look at seasonal change – WINTER.</p> <p>Weather observations and discussions daily.</p>		<p>In Early Years children should:</p> <ul style="list-style-type: none"> • Comments and questions about the place they live or the natural world. • Shows care and concern for living things and the environment. • Can talk about things they have observed such as plants and animals. • Notices features of objects in their environment. • Comments and asks questions about their familiar world. • Make observations of plants • Know some names of plants, trees and flowers • May be able to name and describe different plants, trees and flowers 	<p><u>Globe Trotter</u> Biology Plants</p> <ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Y1 • Identify and describe the basic structure of a variety of common flowering plants, including trees. Y1 • Identify and name a variety of plants and animals in their habitats, including micro-habitats. Naming plants and their habitats focus Y2 <p><u>Key Learning</u></p> <ul style="list-style-type: none"> • Growing locally, there will be a vast array of plants which all have specific names. These can be identified by looking at the key characteristics of the plant. • Plants have common parts, but they vary between the different types of plants. • Some trees keep their leaves all year while other trees drop their leaves during autumn and grow them again during spring. • Animals and plants live in a habitat to which they are suited, which means that animals have suitable features that help them move and find food and plants have suitable features that help them to grow well. The habitat provides the basic needs of the animals and plants – shelter, food and water. <p>Working Scientifically Skills to be taught</p> <ul style="list-style-type: none"> • Ask simple questions about the world around us • Recognise that questions can be answered in different ways (changes over time, noticing patterns, grouping and classifying, comparative and fair tests, research) • Record and communicate findings in a range of ways- use simple tables. • Talk about what they have found out and how they found it out 	<ul style="list-style-type: none"> • What are plants? • How do we care for them? • What do they have? • Name plants

			<ul style="list-style-type: none"> • Observe closely using simple equipment. • To know how to use simple equipment safely. • Identify and classify. • Decide how to sort and group objects, materials and living things. 	
<p>Spring 2</p> <p>Weather observations and discussions daily.</p>		<p>In Early Years children should:</p> <ul style="list-style-type: none"> • be able to ask questions about the place they live. • Talk about why things happen and how things work. • Discuss the things they have observed such as natural and found objects. • Manipulates materials to achieve a planned effect. 	<p><u>House & Homes Chemistry</u> Everyday Materials and Uses of Everyday Materials</p> <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. Y2 • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Y2 <p><u>Key Learning</u></p> <ul style="list-style-type: none"> • All objects are made of one or more materials that are chosen specifically because they have suitable properties for the task. For example, a water bottle is made of plastic because it is transparent allowing you to see the drink inside and waterproof so that it holds the water. When choosing what to make an object from, the properties needed are compared with the properties of the possible materials, identified through simple tests and classifying activities. A material can be suitable for different purposes and an object can be made of different materials. • Objects made of some materials can be changed in shape by bending, stretching, squashing and twisting. For example, clay can be shaped by squashing, stretching, rolling, pressing etc. This can be a property of the material or depend on how the material has been processed e.g. thickness. <p><u>Working Scientifically</u> Skills to be taught</p> <ul style="list-style-type: none"> • Ask simple questions about the works around us • Recognise that questions can be answered in different ways (changes over time, noticing patterns, grouping and classifying, comparative and fair tests, research) • Observe closely using simple equipment. • To know how to use simple equipment safely. • Identify and classify. • Decide how to sort and group objects, materials and living things. <p>???? Suit of armour???</p> <ul style="list-style-type: none"> • Carry out simple tests • Begin to make predictions and give a reason • Say what happened in an investigation. • Gather and record data • Record and communicate findings in a range of ways – use simple tables • Talk about what they have found out and how they found it out • Begin to say what happened in my investigation and whether I was surprised by the result or not • To begin to say what I would change in my investigation 	<ul style="list-style-type: none"> • Revisit types of materials and properties <p>Finish looking at materials used in musical instruments to make sound – drum skins, strings, tambourine.</p>
<p>Summer 1</p> <p>Boldon Lodge</p>		<p>In Early Years children should:</p> <ul style="list-style-type: none"> • be able to identify different parts of their body. 	<p><u>All Creatures Great and Small Biology</u> Animals including Humans</p> <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults. Y2 Animal focus e.g. frog lifecycle • Identify and name a variety of plants and animals in their habitats, including micro-habitats. Micro-habitat focus (pond, garden, trees, log - mini beasts) Y2 	<ul style="list-style-type: none"> • Revisit lifecycle – human and animal.

<p>1st lesson of SUM 1 to look at seasonal change – SPRING</p> <p>Weather observations and discussions daily.</p>	<ul style="list-style-type: none"> • Have some understanding of healthy food and the need for variety in their diets. • Be able to show care and concern for living things. • Know the effects exercise has on their bodies. • Have some understanding of growth and change. • Can talk about things they have observed including animals. 	<p>Key Learning</p> <ul style="list-style-type: none"> • Animals, including humans, have offspring which grow into adults. In humans and some animals, these offspring will be young, such as babies or kittens, that grow into adults. • In other animals, such as chickens or insects, there may be eggs laid that hatch to young or other stages which then grow to adults. The young of some animals do not look like their parents e.g. tadpoles. • Within a habitat there are different micro-habitats e.g. in a woodland – in the leaf litter, on the bark of trees, on the leaves. These micro-habitats have different conditions e.g. light or dark, damp or dry. These conditions affect which plants and animals live there. <p>Working Scientifically Skills to be taught</p> <ul style="list-style-type: none"> • Ask simple questions about the world around us • Recognise that questions can be answered in different ways (changes over time, noticing patterns, grouping and classifying, comparative and fair tests, research) • Record and communicate findings in a range of ways- use simple tables. • Talk about what they have found out and how they found it out • Observe closely using simple equipment. • To know how to use simple equipment safely. • Identify and classify. • Decide how to sort and group objects, materials and living things. 	<ul style="list-style-type: none"> • Caring for plants – how do we look after plants and help them to grow (links from EY)
<p>Summer 2</p> <p>St Mary's Lighthouse Rock pooling</p> <p>1st lesson of Sum 2 to look at seasonal change – SUMMER.</p> <p>Weather observations and discussions daily.</p>	<p>In Early Years children should:</p> <ul style="list-style-type: none"> • Comments and questions about the place they live or the natural world. • Shows care and concern for living things and the environment. • Can talk about things they have observed such as plants and animals. • Notices features of objects in their environment. • Comments and asks questions about their familiar world. 	<p>Oh I do like to be beside the Seaside/Lighthouses Biology Living Things and their Habitats / Animals including humans.</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 Y2 • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Y2 • 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. Y2 <p>Key Learning</p> <ul style="list-style-type: none"> • All objects are either living, dead or have never been alive. Living things are plants (including seeds) and animals. Dead things include dead animals and plants and parts of plants and animals that are no longer attached e.g. leaves and twigs, shells, fur, hair and feathers. • Animals and plants live in a habitat to which they are suited, which means that animals have suitable features that help them move and find food and plants have suitable features that help them to grow well. The habitat provides the basic needs of the animals and plants – shelter, food and water. • All animals, including humans, have the basic needs of feeding, drinking and breathing that must be satisfied in order to survive. <p>Working Scientifically Skills to be taught</p> <ul style="list-style-type: none"> • Ask simple questions about the world around us • Recognise that questions can be answered in different ways (changes over time, noticing patterns, grouping and classifying, comparative and fair tests, research) • Record and communicate findings in a range of ways- use simple tables. • Talk about what they have found out and how they found it out • Observe closely using simple equipment. • To know how to use simple equipment safely. • Identify and classify. • Decide how to sort and group objects, materials and living things. 	<ul style="list-style-type: none"> • Flashback to EYFS natural world around them • Naming basic animals and where they live (e.g. sea, fields, underground etc). Using pictures

Seasonal Change
Cycle 1 & Cycle 2
Observed and taught across the year







Prior Learning	National Curriculum Objectives	Flashbacks
<p>In Early Years children should:</p> <ul style="list-style-type: none"> • Developing an understanding of change. • Observe and explain why certain things may occur (e.g. leaves falling off trees, weather changes). • Look closely at similarities, differences, patterns and change. • Comments and questions about the place they live or the natural world. 	<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. 	<ul style="list-style-type: none"> • Seasons e.g. how pictures linked to the seasons
	<p><u>Key Learning</u></p> <ul style="list-style-type: none"> • In the UK, the day length is longest at mid-summer (about 16 hours) and gets shorter each day until mid-winter (about 8 hours) before getting longer again. • The weather also changes with the seasons. In the UK, it is usually colder and rainier in winter, and hotter and dryer in the summer. The change in weather causes many other changes. Some examples are: numbers of minibeasts found outside; seed and plant growth; leaves on trees; and type of clothes worn by people. 	
	<p>Working Scientifically Skills to be taught</p>	
	<ul style="list-style-type: none"> • Ask simple questions about the world around us • Recognise that questions can be answered in different ways (changes over time, noticing patterns, grouping and classifying, comparative and fair tests, research) • Gather and record data • Record and communicate findings in a range of ways- use simple tables. • Talk about what they have found out and how they found it out • Observe closely using simple equipment • To observe changes over time with guidance and begin to notice patterns and relationships. • To know how to use simple equipment safely. • Use simple measurements and equipment. Begin to progress from non-standard units to mm, cm, cl etc. 	



Science Curriculum Mapping

KS1

Cycle 2

Year 1 & 2	<p><u>Prior Learning</u> These should be considered in flash backs/ revised where topics have not covered for a long time</p>	<p><u>Terrific Toys</u> Chemistry Everyday Materials Uses of Everyday Materials</p> 	<p><u>Winter Wonderland</u> Biology Animals including Humans</p> 	<p><u>A Village in Africa</u> Biology Living Things and their Habitats</p> 	<p><u>Castles and Turrets</u> Chemistry Uses of Everyday Materials</p> 	<p><u>Growing Things</u> Biology Plants</p> 	<p><u>Active Me</u> Biology Animals, including Humans</p> 
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<p>Autumn 1</p> <p>Farm</p> <p>Weather observations and discussions daily.</p>	<p>In Early Years children should:</p> <ul style="list-style-type: none"> • be able to ask questions about the place they live. • Talk about why things happen and how things work. • Discuss the things they have observed such as natural and found objects. • Manipulates materials to achieve a planned effect. 	<p style="text-align: center;">National Curriculum Objectives</p> <p><u>Terrific Toys Chemistry</u> 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. Y1 • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Y1 • Describe the simple physical properties of a variety of everyday materials. Y1 • Compare and group together a variety of everyday materials on the basis of their simple physical properties. Y1 • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Y2 <p><u>Key Learning</u></p> <ul style="list-style-type: none"> • All objects are made of one or more materials. Some objects can be made from different materials e.g. plastic, metal or wooden spoons. • Materials can be described by their properties e.g. shiny, stretchy, rough etc. Some materials e.g. plastic can be in different forms with very different properties. • All objects are made of one or more materials that are chosen specifically because they have suitable properties for the task. For example, a water bottle is made of plastic because it is transparent allowing you to see the drink inside and waterproof so that it holds the water. When choosing what to make an object from, the properties needed are compared with the properties of the possible materials, identified through simple tests and classifying activities. A material can be suitable for different purposes and an object can be made of different materials. <p><u>Working Scientifically</u> Skills to be taught</p> <ul style="list-style-type: none"> • Ask simple questions about the world around us • Recognise that questions can be answered in different ways (changes over time, noticing patterns, grouping and classifying, comparative and fair tests, research) • Observe closely using simple equipment. • To know how to use simple equipment safely. • Identify and classify. • Decide how to sort and group objects, materials and living things. <p>WHAT INVESTIGATION???</p> <ul style="list-style-type: none"> • Carry out simple tests • Begin to make predictions and give a reason • Say what happened in an investigation. • Gather and record data 	<p style="text-align: center;">Flash Backs</p> <ul style="list-style-type: none"> • Language around senses and touch and sight. <p style="color: red;">Finish by looking at magnets push and pull (basic)</p>
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Seasonal Change and weather observed across the year

		<ul style="list-style-type: none"> Record and communicate findings in a range of ways – use simple tables Talk about what they have found out and how they found it out Begin to say what happened in my investigation and whether I was surprised by the result or not To begin to say what I would change in my investigation 	
<p>Autumn 2</p> <p>Gibside</p> <p>1st lesson of Aut 2 to look at seasonal change – AUTUMN.</p> <p>Weather observations and discussions daily.</p>	<p>In Early Years children should:</p> <ul style="list-style-type: none"> be able to identify different parts of their body. Have some understanding of healthy food and the need for variety in their diets. Be able to show care and concern for living things. Know the effects exercise has on their bodies. Have some understanding of growth and change. Can talk about things they have observed including animals. 	<p><u>Winter Wonderland</u> Biology 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. Y1 Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Y1 Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Y1 <p><u>Key Learning</u></p> <ul style="list-style-type: none"> Animals vary in many ways having different structures e.g. wings, tails, ears etc. They also have different skin coverings e.g. scales, feathers, hair. These key features can be used to identify them. Animals eat certain things - some eat other animals, some eat plants, some eat both plants and animals <p><u>Working Scientifically</u> Skills to be taught</p> <ul style="list-style-type: none"> Ask questions about the world around us Recognise that questions can be answered in different ways (changes over time, noticing patterns, grouping and classifying, comparative and fair tests, research) Observe closely using simple equipment To observe changes over time with guidance and begin to notice patterns and relationships. Identify and classify. Decide how to sort and group objects, materials and living things. 	<ul style="list-style-type: none"> Name basic animals, where they live and what they eat.
<p>Spring 1</p> <p>Animal man/lady visit to school</p> <p>1st lesson of Spr 1 to look at seasonal change – WINTER.</p> <p>Weather observations and discussions daily.</p>	<p>In Early Years children should:</p> <ul style="list-style-type: none"> Comments and questions about the place they live or the natural world. Shows care and concern for living things and the environment. Can talk about things they have observed such as plants and animals. Notices features of objects in their environment. Comments and asks questions about their familiar world. 	<p><u>A Village in Africa</u> Biology Living Things and their Habitats</p> <ul style="list-style-type: none"> 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. Y2 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. Y2 <p><u>Key Learning</u></p> <ul style="list-style-type: none"> The plants and animals in a habitat depend on each other for food and shelter etc. The way that animals obtain their food from plants and other animals can be shown in a food chain. Animals and plants live in a habitat to which they are suited, which means that animals have suitable features that help them move and find food and plants have suitable features that help them to grow well. The habitat provides the basic needs of the animals and plants – shelter, food and water. <p><u>Working Scientifically</u> Skills to be taught</p> <ul style="list-style-type: none"> Ask questions about the world around us Recognise that questions can be answered in different ways (changes over time, noticing patterns, grouping and classifying, comparative and fair tests, research) Find information using computers and books To observe changes over time with guidance and begin to notice patterns and relationships. Identify and classify. Decide how to sort and group objects, materials and living things. 	<ul style="list-style-type: none"> Flashback to Autumn 2 Cycle 2
<p>Spring 2</p> <p>Newcastle Castle</p>	<p>In Early Years children should:</p> <ul style="list-style-type: none"> be able to ask questions about the place they live. 	<p><u>Castles and Turrets</u> Chemistry Uses of Everyday Materials</p> <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. Y2 	<ul style="list-style-type: none"> Flashback to Autumn 1 Cycle 2

<p>Weather observations and discussions daily.</p>		<ul style="list-style-type: none"> • Talk about why things happen and how things work. • Discuss the things they have observed such as natural and found objects. • Manipulates materials to achieve a planned effect. 	<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. Y2 <p>Key Learning</p> <ul style="list-style-type: none"> • All objects are made of one or more materials that are chosen specifically because they have suitable properties for the task. For example, a water bottle is made of plastic because it is transparent allowing you to see the drink inside and waterproof so that it holds the water. When choosing what to make an object from, the properties needed are compared with the properties of the possible materials, identified through simple tests and classifying activities. A material can be suitable for different purposes and an object can be made of different materials. • Objects made of some materials can be changed in shape by bending, stretching, squashing and twisting. For example, clay can be shaped by squashing, stretching, rolling, pressing etc. This can be a property of the material or depend on how the material has been processed e.g. thickness. <p>Working Scientifically Skills to be taught</p> <ul style="list-style-type: none"> • Ask simple questions about the works around us • Recognise that questions can be answered in different ways (changes over time, noticing patterns, grouping and classifying, comparative and fair tests, research) • Observe closely using simple equipment. • To know how to use simple equipment safely. • Identify and classify. • Decide how to sort and group objects, materials and living things. <p>???? Suit of armour???</p> <ul style="list-style-type: none"> • Carry out simple tests • Begin to make predictions and give a reason • Say what happened in an investigation. • Gather and record data • Record and communicate findings in a range of ways – use simple tables • Talk about what they have found out and how they found it out • Begin to say what happened in my investigation and whether I was surprised by the result or not <p>To begin to say what I would change in my investigation</p>	
<p>Summer 1</p> <p>Thornly/ Chopwell Woods</p> <p>1st lesson of Sum 1 to look at seasonal change – SPRING.</p> <p>Weather observations</p>		<p>In EYFS Children should:</p> <ul style="list-style-type: none"> • Make observations of plants • Know some names of plants, trees and flowers • May be able to name and describe different plants, trees and flowers • Show some care for their world around them 	<p>Growing Things Biology Plants</p> <ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants. Y2 • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Y2 <p>Key Learning</p> <ul style="list-style-type: none"> • Plants may grow from either seeds or bulbs. These then germinate and grow into seedlings which then continue to grow into mature plants. These mature plants may have flowers which then develop into seeds, berries, fruits etc. Seeds and bulbs need to be planted outside at particular times of year and they will germinate and grow at different rates. Some plants are better suited to growing in full sun and some grow better in partial or full shade. Plants also need different amounts of water and space to grow well and stay healthy. <p>Working Scientifically Skills to be taught</p> <ul style="list-style-type: none"> • Ask simple questions about the works around us • Recognise that questions can be answered in different ways (changes over time, noticing patterns, grouping and classifying, comparative and fair tests, research) • Observe closely using simple equipment. 	<ul style="list-style-type: none"> • What are plants? • How do we care for them? • What do they have? • Name plants

<p>and discussions daily.</p>			<ul style="list-style-type: none"> • To observe changes over time with guidance and begin to notice patterns and relationships • To know how to use simple equipment safely. • Identify and classify. <p>???? What a plant needs to grow</p> <ul style="list-style-type: none"> • Carry out simple tests • Begin to make predictions and give a reason • Say what happened in an investigation. • Gather and record data • Record and communicate findings in a range of ways – use simple tables • Talk about what they have found out and how they found it out • Begin to say what happened in my investigation and whether I was surprised by the result or not • To begin to say what I would change in my investigation 	
<p>Summer 2 1st lesson of Sum 2 to look at seasonal change – SUMMER. Weather observations and discussions daily.</p>		<p>In Early Years children should:</p> <ul style="list-style-type: none"> • be able to identify different parts of their body. • Have some understanding of healthy food and the need for variety in their diets. • Be able to show care and concern for living things. • Know the effects exercise has on their bodies. • Have some understanding of growth and change. • Can talk about things they have observed including animals. 	<p>Active Me Biology Animals, including 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. Y1 - Senses focus • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.Y2 <p>Key Learning</p> <ul style="list-style-type: none"> • Humans (and other animals) find out about the world using their senses. Humans have five senses – sight, touch, taste, hearing and smelling. These senses are linked to particular parts of the body. • All animals, including humans, have the basic needs of feeding, drinking and breathing that must be satisfied in order to survive. To grow into healthy adults, they also need the right amounts and types of food and exercise. • Good hygiene is also important in preventing infections and illnesses. <p>Working Scientifically Skills to be taught</p> <ul style="list-style-type: none"> • Ask questions about the world around us • Recognise that questions can be answered in different ways (changes over time, noticing patterns, grouping and classifying, comparative and fair tests, research) • Observe closely using simple equipment • To know how to use simple equipment safely • Identify and classify • Decide how to sort and group objects, materials and living things. 	<ul style="list-style-type: none"> • Senses – what they are. • How to stay healthy – (basic) food/exercise

**Seasonal Change
Cycle 1 & Cycle 2
Observed and taught across the year**

Prior Learning	National Curriculum Objectives	Flashbacks
<p>In Early Years children should:</p> <ul style="list-style-type: none"> • Developing an understanding of change. • Observe and explain why certain things may occur (e.g. leaves falling off trees, weather changes). • Look closely at similarities, differences, patterns and change. • Comments and questions about the place they live or the natural world. 	<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. 	<ul style="list-style-type: none"> • Seasons e.g how pictures linked to the seasons
	<p><u>Key Learning</u></p> <ul style="list-style-type: none"> • In the UK, the day length is longest at mid-summer (about 16 hours) and gets shorter each day until mid-winter (about 8 hours) before getting longer again. • The weather also changes with the seasons. In the UK, it is usually colder and rainier in winter, and hotter and dryer in the summer. The change in weather causes many other changes. Some examples are: numbers of minibeasts found outside; seed and plant growth; leaves on trees; and type of clothes worn by people. 	
	<p>Working Scientifically Skills to be taught</p>	
	<ul style="list-style-type: none"> • Ask simple questions about the world around us • Recognise that questions can be answered in different ways (changes over time, noticing patterns, grouping and classifying, comparative and fair tests, research) • Gather and record data • Record and communicate findings in a range of ways- use simple tables. • Talk about what they have found out and how they found it out • Observe closely using simple equipment • To observe changes over time with guidance and begin to notice patterns and relationships. • To know how to use simple equipment safely. • Use simple measurements and equipment. Begin to progress from non-standard units to mm, cm, cl etc. 	