

Curriculum Coverage – Year 1– 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	Paws, claws and whiskers	Rio de Vida	Bright Lights, Big City	Dinosaur Planet	Moon Zoom	The Enchanted Woodland
Trips	Farm Trip				Planetarium or space experience in school	Wynyard Woodland Park
Main Focus subject	Science Focus	Geography Focus	History Focus	History Focus	Design and Technology Focus	Science Focus
Class Novels	Class novel – Hairy McClairy series Mog the cat series Just so styles stories Non fiction on key animals from topic theme	Leo goes to Rio: A Children's Book Adventure in Rio de Janeiro A day out in Rio de Janeiro. The travelling child.	Class novel – The Queen's Hat – Steve Anthony (Narrative Adventure) Paddington series	Class novel – Harry and the Dinosaurs series Non fiction texts linking to dinosaurs	Class novel – The Way Back Home – Oliver Jeffers (Narrative Science Fiction) Ice Planet Adventure Park (non- Fiction Persuasive Leaflet) Man on the Moon – Simon Bartram Here We Are – Oliver Jeffers	Class novel – Little Red Riding Hood Lari Don (Narrative Traditional Tale) JC Our Trip to the Woods – (Non-Fiction Recount) JC The Enchanted Wood – Enid Blyton
Art		Painting Outcome-link to computer topic- Kandinsky, exploring feelings, colours, circular patterns Outcome-link to computer topic- Mondrian-use of lines and primary colours. Kandinsky-circles Skills Design and make art to express ideas. Communicate their ideas simply before creating artwork.	Observational Drawing Outcome-Describe and draw London landmarks (Maybe some like Stephen Wiltshire from memory) Skills Design and make art to express ideas. Communicate their ideas simply before creating artwork. Say what they like about their own or others' work using simple artistic vocabulary.	Sculpture Outcome - Large and small-scale modelling Make dino eggs using resources such as mud, dough and clay. Skills Design and make art to express ideas. Communicate their ideas simply before creating artwork. Say what they like about their own or others' work using simple artistic vocabulary.	Observational drawing Outcome - draw a human face Represent a smiling/excited human face using pencils with attention to facial features. Skills Design and make art to express ideas. Communicate their ideas simply before creating artwork. Say what they like about their own or	Sculpture - Working with natural materials Outcome - Make a tree boggart by pressing clay onto a tree trunk and sculpt a face into it using natural materials Painting Paint a picture of a woodland creature or a woodland scene Skills Design and make art to express ideas.

		<p>Say what they like about their own or others' work using simple artistic vocabulary. Use textural materials including paper and fabric to create a simple collage. Identify and use paints in the primary colours.</p> <p>Use soft and hard pencils to create different types of line and shape.</p> <p>Knowledge Know aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings that the artwork creates.</p> <p>The primary colours are red, yellow and blue.</p> <p>Different types of line include zigzag, wavy, curved, thick and thin.</p> <p>Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line</p>	<p>Use soft and hard pencils to create different types of line and shape.</p> <p>Knowledge Know aspects of art work that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings that the artwork creates.</p> <p>Soft pencils create dark lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard.</p> <p>Different types of line include zigzag, wavy, curved, thick and thin.</p> <p>Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line</p> <p>Significant artists Identify similarities and differences between two or more pieces of art.</p> <p>Stephen Wiltshire</p>	<p>Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.</p> <p>Knowledge Know aspects of art work that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings that the artwork creates.</p> <p>Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line.</p> <p>Significant artists Faberge Barbara Hepworth</p>	<p>others' work using simple artistic vocabulary.</p> <p>Use soft and hard pencils to create different types of line and shape.</p> <p>Knowledge A human face includes features such as eyes, nose, mouth, forehead, eyebrows and cheeks.</p> <p>Know aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings that the artwork creates.</p> <p>Soft pencils create dark lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard.</p> <p>Different types of line include zigzag, wavy, curved, thick and thin.</p> <p>Similarities and differences between two pieces of art include the materials used, the subject</p>	<p>Communicate their ideas simply before creating artwork. Say what they like about their own or others' work using simple artistic vocabulary. Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing. Identify and use paints in the primary colours.</p> <p>Knowledge Know aspects of art work that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings that the artwork creates. Malleable materials include rigid and soft materials such as clay, plasticine and salt dough. Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line</p> <p>Significant artists Identify similarities and differences</p>
--	--	--	--	---	--	---

		<p><u>Significant artists</u> Identify similarities and differences between two or more pieces of art.</p> <p>Henri Matisse Kandinsky Mondrian</p>			<p>matter and the use of colour, shape and line</p> <p><u>Significant artists</u> Identify similarities and differences between two or more pieces of art. Mary Cassatt Vincent Van Gough</p>	<p>between two or more pieces of art.</p> <p>Andy Goldsworthy Green Men</p>
Computing	<p>Computing Systems and networks – Technology around us</p> <ul style="list-style-type: none"> • Technology around us • Using technology • Developing mouse skills • Using a computer keyboard • Developing keyboard skills • Using a computer responsibly 	<p>Creating Media – Digital Painting</p> <ul style="list-style-type: none"> • How can we paint using computers? • Using shape and lines • Making careful choices • Why did I choose that? • Painting all by myself • Comparing computer art and painting 	<p>Creating Media – Digital writing</p> <ul style="list-style-type: none"> • Exploring the keyboard • Adding and removing text • Exploring the toolbar • Making changes to text • Explaining my choices • Pencil or computer? 	<p>Grouping Data</p> <ul style="list-style-type: none"> • Label and match • Group and count • Describe an object • Making different groups • Comparing groups • Answering questions 	<p>Programming A – Moving a robot</p> <ul style="list-style-type: none"> • Buttons • Directions • Forwards and backwards • Four directions • Getting there • Routes 	<p>Programming B – Programming animations</p> <ul style="list-style-type: none"> • Comparing tools • Joining blocks • Make a change • Adding sprites • Project design • Following my design
DT	<p><u>Designing and making Structures</u> Design and make animal enclosures based on knowledge of the animal to meet a design criteria using junk modelling- focus on joining/finishing skills, how to make the</p>	<p><u>Food Technology</u> Design, make and evaluate a product to eat, to sell at the Christmas Fair.</p> <p><u>Skills</u> Follow the rules to keep safe during a practical task.</p>			<p><u>Designing and making</u> Design and make a simple space-themed vehicles moon buggy that can move-wheels-mechanisms</p> <p><u>Evaluate</u> Evaluate the different models made and decide which was</p>	<p><u>Building structures</u> Build a nest or den for a woodland animal. Build nests and dens outdoors using sticks, twigs and other collected items from the outdoors. Describe how they made it, what materials they used and spend time</p>

	<p>structure stronger, stiffer, more stable.</p> <p><u>Skills</u> Create a design to meet simple design criteria.</p> <p>Construct simple structures, models or other products using a range of materials</p> <p>Select the appropriate tool for a simple practical task.</p> <p>Talk about their own and each other's work, identifying strengths or weaknesses and offering support.</p> <p>Select and use a range of materials, beginning to explain their choices.</p> <p>Describe why a product is important.</p> <p><u>Knowledge</u> Rules are made to keep people safe from danger. Safety rules include always listening carefully and following instructions, using equipment only as and when directed.</p>	<p>Complete a survey for market research to aid the final product.</p> <p>Create a design to meet simple design criteria.</p> <p>Explore and evaluate a range of existing products.</p> <p>Select the appropriate tool for a simple practical task.</p> <p>Talk about their own and each other's work, identifying strengths or weaknesses and offering support.</p> <p>Select and use a range of materials, beginning to explain their choices.</p> <p><u>Knowledge</u> Design criteria are the explicit goals that a project must achieve.</p> <p>Rules are made to keep people safe from danger. Safety rules include always listening carefully and following instructions, using equipment only as and when directed, wearing protective clothing if appropriate</p>			<p>favourite/most successful and why</p> <p><u>Skills</u> Name and explore a range of everyday products and describe how they are used.</p> <p>Follow the rules to keep safe during a practical task.</p> <p>Use wheels and axles to make a simple moving model.</p> <p>Create a design to meet simple design criteria.</p> <p>Construct simple structures, models or other products using a range of materials</p> <p>Select the appropriate tool for a simple practical task.</p> <p>Talk about their own and each other's work, identifying strengths or weaknesses and offering support.</p> <p>Select and use a range of materials, beginning to explain their choices.</p> <p><u>Knowledge</u></p>	<p>playing with their nests and dens.</p> <p><u>Designing and making</u> Design and make a woodland crown using natural materials</p> <p><u>Skills</u> Follow the rules to keep safe during a practical task.</p> <p>Create a design to meet simple design criteria.</p> <p>Select the appropriate tool for a simple practical task.</p> <p>Talk about their own and each other's work, identifying strengths or weaknesses and offering support.</p> <p>Select and use a range of materials, beginning to explain their choices.</p> <p><u>Knowledge</u> Design criteria are the explicit goals that a project must achieve.</p> <p>Different materials can be used for different purposes, depending on their properties.</p>
--	---	---	--	--	--	---

	<p>Design criteria are the explicit goals that a project must achieve.</p> <p>Different materials can be used for different purposes, depending on their properties..</p> <p>Specific tools are used for particular purposes. For example, scissors are used for cutting and glue is used for sticking.</p> <p>The importance of a product may be that it fulfils its goals and performs a useful purpose.</p>	<p>and washing hands before touching food.</p> <p>The importance of a product may be that it fulfils its goals and performs a useful purpose.</p>			<p>Products and tools are designed for a purpose.</p> <p>An axle is a rod or spindle that passes through the centre of a wheel to connect two wheels.</p> <p>Design criteria are the explicit goals that a project must achieve.</p> <p>Different materials can be used for different purposes, depending on their properties.</p> <p>A strength is a good quality of a piece of work. A weakness is an area that could be improved.</p> <p>Two products can be compared by looking at a set of criteria and scoring both products against each one.</p> <p>The importance of a product may be that it fulfils its goals and performs a useful purpose.</p>	<p>Specific tools are used for particular purposes. For example, scissors are used for cutting and glue is used for sticking.</p> <p>A strength is a good quality of a piece of work. A weakness is an area that could be improved.</p> <p>Different materials are suitable for different purposes, depending on their specific properties.</p> <p>The importance of a product may be that it fulfils its goals and performs a useful purpose.</p>
Geography	<p>Locational knowledge Name and locate the 7 continents and 5 oceans.</p>	<p>Place knowledge Understand geographical similarities and differences through studying the human</p>	<p>Locational knowledge Name and locate and identify characteristics of the 4 countries and</p>	<p>Locational knowledge (Revisit objectives from Topic 1)</p>	<p>Geographical skills and fieldwork use simple compass directions (North, South, East and</p>	<p>Geographical skills and fieldwork *devise a simple map; and use and construct basic</p>

	<p>Location of hot and cold areas of the world in the relation to the equator, and north/south poles.</p> <p>Geographical skills and fieldwork * use world maps, atlases and globes to identify the countries, continents and oceans. * use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>and physical geography of a small area of the UK and a small area in a contrasting non-European country</p> <p>Human and physical geography Use basic geographical vocabulary to refer to</p> <p>Key physical features including beach, cliff, coast. Forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Key human features including city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>capital cities of the UK and surrounding seas.</p> <p>Place knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country (linking with Topic 2)</p> <p>Human and physical geography Use basic geographical vocabulary to refer to</p> <p>Key physical features including beach, cliff, coast. Forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Key human features including city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Geographical skills and fieldwork * use world maps, atlases and globes to identify the United Kingdom and its countries,</p>	<p>Name and locate the 7 continents and 5 oceans.</p> <p>Location of hot and cold areas of the world in the relation to the equator, and north/south poles.</p> <p>Geographical skills and fieldwork * use world maps, atlases and globes to identify the countries, continents and oceans.</p>	<p>West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>	<p>symbols in a key</p> <p>*use simple fieldwork and observational skills to study the geography of their school and its grounds</p> <p>(Link to history of what was there before the Forest school within our grounds)</p>
--	---	--	---	---	---	---

			as well as the countries, continents and oceans *use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;			
Identify seasonal and daily weather patterns in the UK (Link with science and seasons as they are happening)						
History	<p>How have I changed over time?</p> <p>- changes within living memory.</p> <p>Linked to science – how their bodies have changed – sequencing on a timeline - a baby, toddler to school child.</p> <p><i>Chronology</i></p>		<p>How did the great fire change London?</p> <p>What was life like for Queen Elizabeth II when she was in Year 1? (age 5/6).</p> <p>- Study the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>- Queen Elizabeth II comparing aspects of her life in different periods. (Jubilee pageant a great example)</p> <p>- Study events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]</p> <p><i>Continuity and change</i> <i>Cause and Consequence</i></p>	<p>Who is Mary Anning and why is she significant?</p> <p>Where did all the dinosaurs go?</p> <p>- Study the lives of significant individuals in the past who have contributed to national and international achievements (Mary Anning)</p> <p><i>Significance</i></p>	<p>How do we know what space is like?</p> <p>- Study the lives of significant individuals in the past who have contributed to national and international achievements (Yuri Gagarin, Neil Armstrong, Buzz Aldrin, Tim Peake (link to our school), Helen Sharman)</p> <p><i>Significance</i> <i>Chronology</i></p>	<p>What was there before the Forest School?</p> <p>- Significant event in our locality. (Forest School)</p>

<p>Music</p> <p>Charanga Scheme of Work</p>	<p>Hey You</p> <p>How pulse, rhythm and pitch work together.</p>	<p>Rhythm In The Way We Walk and The Banana Rap</p> <p>Pulse, rhythm and pitch, rapping, dancing and singing.</p>	<p>In the Groove</p> <p>How to be in the groove with different styles of music.</p>	<p>Round and Round</p> <p>Pulse, rhythm and pitch in different styles of music.</p>	<p>Your Imagination</p> <p>Using your imagination.</p>	<p>Reflect, Rewind & Replay</p> <p>The history of music, look back and consolidate your learning, learn some of the language of music.</p>
<p>Covered in each unit</p> <ul style="list-style-type: none"> ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes ♣ play tuned and untuned instruments musically ♣ listen with concentration and understanding to a range of high-quality live and recorded music ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music. 						
<p>Physical Education</p>	<p>Dance- Animals Skills – I CAN</p> <p>Use my body and create theme related shapes, movements and actions.</p> <p>How to contribute key words to a theme related mind map</p> <p>How to translate words/ideas into theme related shapes, movements and actions</p> <p>Use my body to express simple theme related shapes, movements and feelings</p> <p>Show good listening skills</p> <p>Travel safely and creatively in space</p> <p>Show different levels when I travel</p> <p>Communicate effectively with a partner</p> <p>Use pictures to create shapes, movements and actions</p>	<p>Fundamental Movement Skills 1 Skills – I CAN</p> <p>Run skillfully</p> <p>Negotiate space successfully</p> <p>Pick up, carry and put down with care</p> <p>Run skillfully</p> <p>Negotiate space successfully</p> <p>Show increasing control over an object</p> <p>Show increasing control over an object.</p> <p>Control my emotions when playing games</p> <p>Balance on one leg</p> <p>Move through an obstacle course skillfully</p> <p>Be excited about, and confident in, my jobs.</p> <p>Encourage my teammates whilst I wait my turn</p> <p>Thread objects</p> <p>Play games fairly</p> <p>Knowledge – I KNOW</p>	<p>Gymnastics- Balancing & spinning on points & patches.</p> <p>Skills - I CAN</p> <p>Perform controlled spins</p> <p>Support my body weight in symmetrical balances</p> <p>Spin on apparatus.</p> <p>Perform asymmetrical spins on side front back and bottom</p> <p>Demonstrate quality work on the floor and apparatus</p> <p>Balance asymmetrically</p> <p>Work with a partner to perform routines in different formations</p> <p>Perform a combination of symmetrical and asymmetrical spins on patches.</p> <p>Spin at different levels on points</p>	<p>Athletics 2 Skills – I CAN</p> <p>Show a sense of anticipation to begin work.</p> <p>React quickly.</p> <p>Demonstrate agility, balance and coordination.</p> <p>Jump in a variety of ways</p> <p>Coordinate a run with a jump</p> <p>Discover and develop different styles of jumping</p> <p>Leap, jump and hop</p> <p>Jump in a variety of ways competently</p> <p>Add a short run up to my jump</p> <p>Throw with good technique</p> <p>Throw with a run up</p> <p>Help a peer improve their performance with good feedback</p> <p>Demonstrate a variety of athletic techniques competently</p>	<p>Invasion Games Skills 1 Skills – I CAN</p> <p>Get into a good ready position to receive chest and bounce passes consistently well</p> <p>Pass the ball from my chest using a bounce pass.</p> <p>Change direction confidently and competently</p> <p>Move around safely in a limited space</p> <p>Apply attacking and defending skills</p> <p>Move and turn under control with a stick and ball.</p> <p>Bounce/ dribble a ball with my hands with good control</p> <p>Move around safely whilst bouncing/dribbling</p> <p>Push pass a hockey ball</p>	<p>Striking & Fielding Game Skills 1 Skills – I CAN</p> <p>Get in line with the ball and field it.</p> <p>Stop a ball with 2 hands creating a barrier behind it with my feet or body</p> <p>Hit a ball to the leg side.</p> <p>Bowl a ball overarm at a target</p> <p>Strike a ball off a tee through the off side.</p> <p>Pick up a ball with one hand and throw it underarm</p> <p>Call for runs sensibly and decisively when batting.</p> <p>Chase and retrieve a ball</p> <p>Make good decisions when batting about when to run and when not to.</p> <p>Bowl either under or overarm with some accuracy</p>

<p>Communicate effectively with a partner Use poems to create shapes, movements and actions Remember and perform a simple sequence of movement Identify what good looks like and give feedback to help my partner improve</p> <p><u>Knowledge – I KNOW</u> How to contribute key words to a theme related mind map How to translate words/ideas into theme related shapes, movements and action. That we need to look forwards to safely move around in space That we need to control our speed to ensure safety How to turn what I see into ways of moving How to listen to other people’s ideas and vocalise my own thoughts How to turn what I read/hear into ways of moving How to link ideas and movements together so that they start to flow</p>	<p>Some effects of activity on my body How to share equipment and take turns. What a good space to stand in is Some effects of activity on my body. How to share equipment and take turns. To run around with my head up To be aware of other children Which parts of my body help me with balancing To take turns To work carefully and that rushing can lead to mistakes Some effects of exercise on my body</p>	<p>Perform a sequence of spins on points, with a mixture of symmetrical and asymmetrical shapes, Hold balances on different points of the body. Hold balances at different levels Spin out of balances to form a sequence. Perform spins and balances in different formations as part of a wider routine Perform in different formations i.e. adjacent, front and back, mirroring.</p> <p><u>Knowledge – I KNOW</u> How to observe a partner and give positive feedback How to start and finish a sequence What symmetrical shapes are. What asymmetrical work looks like Demonstrate good starting and finishing positions. The difference between symmetrical and asymmetrical shapes How to work with a partner in different formations. What Points are. How to start linking my moves.</p>	<p><u>Knowledge – I KNOW</u> To retain my focus. The importance of a good start. To cushion my knees when landing. The technique for different types of jump. How to improve my technique to increase the height and distance of my jumps. The difference between a leap and a jump. How to increase the distance of my jumps. Why is it important to warm up? How to increase the distance of my throws. How to keep other safe when I am throwing. To demonstrate the school games values. How to share equipment and take turns.</p>	<p>Receive a hockey ball. Dribble a ball with my feet with good control Stop a ball on the run by trapping it.</p> <p><u>Knowledge – I KNOW</u> How far to bounce a pass between me and a friend. How to receive a bounce pass differently to a chest pass. How to move around and be aware of others. That being able to dodge off both feet makes me twice as hard to catch. That a bounce in a push down with 2 hands and dribbling is with one hand To use my fingers to push the ball down That my hands need to 'give' and be 'soft' when receiving a hockey pass To move into space after passing a ball. To use 'big toe, little toe' to dribble keeping the ball close to me How to trap a ball by moving in line with it and putting my foot on it</p>	<p>Wicket keep effectively Apply a range of skills</p> <p><u>KNOWLEDGE – I KNOW</u> That I need to run, after striking a ball, to accumulate runs To touch my bat over the crease line and slide it on my final run. When to run and when not to How to form a long barrier to stop a ball. That I have to bowl from on or behind the crease To try and bowl keeping my arms straight. That I need to communicate with my partner to accumulate runs The different calls used by batsmen/women when they want to run. That a batsman/woman should always call after each ball That, as a batter, I don't always have to run. The importance of staying in my crease How to adopt a wicket-keeping stance</p>
--	--	--	--	---	---

	How to use simple technical language to give constructive and useful feedback		What good gym work looks like To comment positively on my partner's work. What different options there are, of performing with a partner That my work should involve changes of level and direction.		To demonstrate The School Games values
PSHE	<p align="center">Relationships</p> <p align="center">Families and friendships Roles of different people; families; feeling cared for</p> <p align="center">Safe relationships Recognising privacy; staying safe; seeking permission</p> <p align="center">Respecting ourselves and others How behaviour affects others; being polite and respectful</p>		<p align="center">Living in the wider world</p> <p align="center">Belonging to a community What rules are; caring for others' needs; looking after the environment</p> <p align="center">Media literacy and Digital resilience Using the internet and digital devices; communicating online</p> <p align="center">Money and Work Strengths and interests; jobs in the community</p>		<p align="center">Health and Wellbeing</p> <p align="center">Physical health and Mental wellbeing Keeping healthy; food and exercise; hygiene routines; sun safety</p> <p align="center">Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p align="center">Keeping safe How rules and age restrictions help us; keeping safe online</p>
Religious Education	<p>What can we learn about Christianity from visiting a church? What do Christians believe about God?</p> <p>Introducing features of a church, worship (including Harvest), leaders:</p> <p><i>Expressions of Belief, Authority</i></p>	<p>Why are gifts given at Christmas?</p> <p>Introducing the Christmas story, Christian beliefs & practices associated with Christmas:</p> <p><i>Belief, Authority, Expressions of Belief</i></p>	<p>Why is Jesus special to Christians?</p> <p>Introducing Jesus, beliefs & stories about Jesus:</p> <p><i>Belief, Authority</i></p>	<p>What is the Easter story?</p> <p>Introducing the Easter story, beliefs about Jesus & Easter:</p> <p><i>Belief, Authority, Expressions of Belief</i></p>	<p>What can we find out about Hindu beliefs about God? How do Hindus worship? How do Hindus show belonging?</p> <p>Introducing Hindu beliefs about God, worship (including at home & at the mandir):</p> <p><i>Belief, Expressions of Belief</i></p>

<p>Science</p>	<p>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> <ul style="list-style-type: none"> ♣ asking simple questions and recognising that they can be answered in different ways ♣ observing closely, using simple equipment ♣ performing simple tests ♣ identifying and classifying ♣ using their observations and ideas to suggest answers to questions ♣ gathering and recording data to help in answering questions. 					
	<p>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) -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>Working scientifically Investigate variation between humans</p>			<p>Animals, including humans</p> <ul style="list-style-type: none"> -Identify and name a variety of common animals that are carnivores, herbivores and omnivores <p>Investigate dinosaur teeth sorting into carnivores, herbivores and omnivores.</p> <p>Group and sort a variety of dinosaurs based on the foods they eat.</p> <p>Science Investigations: Whose poo? Why do we have teeth?</p> <p><u>Skills</u> Talk about what they have done and say, with help, what they think they have found out.</p> <p>With support, gather and record simple data in a range of ways (Venn diagrams).</p>	<p>Properties 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 <p>Science investigations: What keeps us dry? How does it feel?</p> <p><u>Skills</u> Observe objects, materials, living things and changes over time, sorting and</p>	<p>Plants and animals</p> <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 <p>Trees – evergreen/deciduous Measure circumferences and use a non-standard measure to compare sizes of trees</p> <p>Plant seeds and bulbs Observe how their wildflowers and saplings settle and grow after planting.</p> <p>Talk about what their plants need to thrive, and observe</p> <p><u>Skills</u> Identify, compare, group and sort a</p>

	<p>(using children in class) exploring parts of the human body</p> <p><u>Skills</u> Draw and label the main parts of the human body and say which body part is associated with which sense.</p> <p>With support, gather and record simple data in a range of ways (data tables, diagrams, Venn diagrams).</p> <p>Ask simple scientific questions.</p> <p>With support, use simple equipment to measure and make observations.</p> <p>Identify, compare, group and sort a variety of common animals, including fish, amphibians, reptiles, birds, invertebrates and mammals, based on observable features.</p> <p><u>Knowledge</u> The basic body parts are the head, arms, legs, nose, eyes, ears, mouth, hands and feet. The five</p>			<p>Ask simple scientific questions.</p>	<p>grouping them based on their features.</p> <p>Identify and name what an object is made from, including wood, plastic, glass, metal, water and rock.</p> <p>Investigate and describe the simple physical properties of some everyday materials, such as hard or soft; stretchy or stiff; rough or smooth; opaque or transparent; bendy or rigid; waterproof or not waterproof and magnetic or non-magnetic.</p> <p>Describe how to care for plants and animals, including pets.</p> <p>Compare and group materials in a variety of ways, such as based on their physical properties.</p>	<p>variety of common wild and garden plants, including deciduous and evergreen trees, based on observable features.</p> <p>Label and describe the basic structure of a variety of common plants.</p> <p>Describe, following observation, how plants and animals change over time.</p> <p><u>Knowledge</u> Plants are living things. Common plants include the daisy, daffodil and grass. Trees are large, woody plants and are either evergreen or deciduous. Trees that lose their leaves in the autumn are called deciduous trees. Examples include oak, beech and rowan. Trees that keep their leaves all year round are called evergreen trees. Examples include holly and pine.</p> <p>The basic plant parts include root, stem, leaf, flower, petal, fruit, seed and bulb.</p>
--	--	--	--	---	--	--

	<p>senses are hearing, sight, smell, taste and touch. Ears are used for hearing, eyes are used to see, the nose is used to smell, the tongue is used to taste and skin gives the sense of touch.</p> <p>Data can be recorded and displayed in different ways, including tables, pictograms and drawings.</p> <p>Question words include what, why, how, when, who and which.</p> <p>Animals are living things. Animals can be sorted and grouped into six main groups: fish, amphibians, reptiles, birds, invertebrates and mammals.</p> <p>Carnivores eat other animals (meat), herbivores eat plants and omnivores eat other animals and plants.</p> <p>Living things need to be cared for in order for them to survive. They need water, food, warmth and shelter.</p>					<p>Trees have a woody stem called a trunk.</p>
--	--	--	--	--	--	--

Seasons - each one studied as they happen	Autumn		Winter	Spring		Summer
	<p>Seasonal changes -observe changes across the 4 seasons</p> <p>-observe and describe weather associated with the seasons and how day length varies</p> <p><u>Skills</u> Observe changes across the four seasons.</p> <p>Observe and describe how day length changes across the year.</p> <p>Observe and describe different types of weather.</p> <p><u>Knowledge</u> There are four seasons: spring, summer, autumn and winter. Certain events and weather patterns happen in different seasons.</p> <p>Day length (the number of daylight hours) is longer in the summer months and shorter in the winter months.</p> <p>Different types of weather include sunshine, rain, hail, wind, snow, fog, lightning, storm and cloud. The weather can change daily and some weather types are more common in certain seasons, such as snow in winter.</p> <p>Simple equipment can be used for measuring weather, such as measuring temperature with a thermometer; identifying wind direction and force with a wind sock or measuring rainfall with a rain gauge.</p>					