|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 1** | **Term** | **Term** | **Term** | **Term** | **Term** | **Term** |
| **Topic Area** |  |  |  |  |  |  |
| **Geography** |  |  |  |  |  |  |
| **History** |  |  |  |  |  |  |
| **Science Knowledge** | **Materials (Yr1)**   * 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 | **Materials (YR2)**   * identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses * find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | * **Animals (Yr2)** * explore and compare the differences between things that are living, dead, and things that have never been alive * identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other * identify and name a variety of plants and animals in their habitats, including micro-habitats * 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. | | **Plants (yr1)**   * 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. | |
| **Working Scientifically** | * 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 | * Observing closely, using simple equipment * Performing simple tests * Identifying and classifying * Using their observations and ideas to suggest answers to questions | * Observing closely, using simple equipment * Performing simple tests * Identifying and classifying * Using their observations and ideas to suggest answers to questions | | * 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 | |
| **WS ongoing** | * Begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. * Be curious and ask questions | | | | | |
| **WS Methods** | * observing changes over a period of time, * noticing patterns, * grouping and classifying things, * carrying out simple comparative tests, * and finding things out using secondary sources | * observing changes over time, * noticing patterns, * grouping and classifying things, * carrying out simple comparative tests, * and finding things out using secondary sources | * observing changes over a period of time, * noticing patterns, * grouping and classifying things, * carrying out simple comparative tests, * and finding things out using secondary sources | | * observing changes over a period of time, * noticing patterns, * grouping and classifying things, * carrying out simple comparative tests, * and finding things out using secondary sources | |
| **Ongoing**  At least 1 lesson every half term to look at similarities and differences in plants, trees , day length , weather etc.  **WS Methods ongoing** | **Seasonal Change**   * observe changes across the four seasons * observe and describe weather associated with the seasons and how day length varies. * Note : identify and name a variety of common wild and garden plants, including **deciduous and evergreen trees** – look at this element every term alongside the seasonal change aspects | | | | | |
| * observing changes over a period of time, * noticing patterns, * grouping and classifying things, * and finding things out using secondary sources | | | | | |