

**Cycle A**

| Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2                |
|--|--|---|--|---|-------------------------|
| <p><b>Seasonal Change (Y1)</b></p> <ul style="list-style-type: none"> <li>observe changes across the 4 seasons</li> <li>observe and describe weather associated with the seasons and how day length varies</li> </ul>  |  |   |  |   |                         |
| <p><b>Animals including humans (Y1 &amp; 2)</b></p>  |  | <p><b>Plants (Y1)</b></p>   | <p><b>Use of everyday materials (Y1)</b></p>   | <p><b>Living Things and their habitats (Y2)</b></p>   | <p><i>(Seaside)</i></p> |
| <p><b>Knowledge and Understanding</b></p> <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> <li>find out about and describe the basic needs of animals, including <b>humans</b>, 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> </ul> | <p><i>(begin to record weather data ready for topic in Spring)</i></p> | <p><b>Knowledge and Understanding</b></p> <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> | <p><b>Knowledge and Understanding</b></p> <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> | <p><b>Knowledge and Understanding</b></p> <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 microhabitats</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> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> </ul> |                         |

| Scientific Enquiry  | Scientific Enquiry  | Scientific Enquiry  | Scientific Enquiry   | Scientific Enquiry   | Scientific Enquiry   |
|---|---|---|--|--|--|
| <p><b>Finding and using information</b></p> <p>They use simple texts, with help to find information.</p> <p>Y1 They communicate their findings in simple ways, (for example talking about their work, through drawings, simple charts).</p> | <p><b>Communicating findings</b></p> <p>Y2 They describe their observations using scientific vocabulary and record them using simple tables when appropriate.</p> <p><b>Use of equipment</b></p> <p>* They use simple equipment provided.</p> | <p><b>Observations</b></p> <p>* Y1 Describe or respond appropriately to simple features of objects, living things and events they observe.</p> <p>Y2 They make observations related to their task. They observe and compare objects, living things and events they observe.</p> | <p><b>Prediction</b></p> <p>* They say whether what happened was what they expected.</p> | <p><b>Finding and using information</b></p> <p>* They use simple texts, with help to find information.</p> <p><b>Observations</b></p> <p>* Y1 Describe or respond appropriately to simple features of objects, living things and events they observe.</p> <p>Y2 They make observations related to their task. They observe and compare objects, living things and events they observe.</p> | <p><b>Questioning</b></p> <p>* Pupils respond to suggestions of how to find things out and, with help, make their own suggestions about how to collect data to answer questions.</p> |

**Cycle B**

| Autumn 1   | Autumn 2  | Spring 1   | Spring 2   | Summer 1  | Summer 2                                 |  |   |  |  |   |  |
|--|---|--|--|---|--|--|---|--|--|---|--|
| <p><b>Seasonal Change (Y1)</b></p> <ul style="list-style-type: none"> <li>observe changes across the 4 seasons</li> <li>observe and describe weather associated with the seasons and how day length varies</li> </ul>  |   |  |  |   |  |  |   |  |  |   |  |
| <p><i>Cross curricular linked WS - floating and sinking</i></p>  | <p><b>Everyday materials (Y2)</b></p>   | <p><i>What is space and how do we know about it?</i></p> | <p><b>Plants Y2</b></p>  | <p><b>Animals including humans (Y1 &amp;2)</b></p>  | <p><i>(link to fruit and veg DT)</i></p> |  |   |  |  |   |  |
| <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:16.6%;"></td> <td style="width:16.6%; vertical-align: top;"> <p><b>Knowledge and Understanding</b></p> <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>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul> </td> <td style="width:16.6%;"></td> <td style="width:16.6%; vertical-align: top;"> <p><b>Knowledge and Understanding</b></p> <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> </td> <td style="width:16.6%; vertical-align: top;"> <p><b>Knowledge and Understanding</b></p> <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> <li>find out about and describe the basic needs of <b>animals</b>, including humans, for survival (water, food and air)</li> </ul> </td> <td style="width:16.6%;"></td> </tr> </table> |   |  |  |   |  |  | <p><b>Knowledge and Understanding</b></p> <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>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul> |  | <p><b>Knowledge and Understanding</b></p> <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> | <p><b>Knowledge and Understanding</b></p> <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> <li>find out about and describe the basic needs of <b>animals</b>, including humans, for survival (water, food and air)</li> </ul> |  |
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|---|--|--|---|--|--|
| <p><b>Prediction</b></p> <p>* They say whether what happened was what they expected.</p> <p><b>Communicating findings</b></p> <p>*Y1 They communicate their findings in simple ways, (for example talking about their work, through drawings, simple charts).</p> | <p><b>Communicating findings</b></p> <p>*Y1 They communicate their findings in simple ways, (for example talking about their work, through drawings, simple charts).</p> | <p><b>Finding and using information</b></p> <p>* They use simple texts, with help to find information.</p> | <p><b>Use of equipment</b></p> <p>* They use simple equipment</p> <p><b>Communicating findings</b></p> <p>Y2 They describe their observations using scientific vocabulary and record them using simple tables when appropriate.</p> | <p><b>Observations</b></p> <p>* Y1 Describe or respond appropriately to simple features of objects, living things and events they observe.</p> | <p><b>Observations</b></p> <p>Y2 They make observations related to their task. They observe and compare objects, living things and events they observe.</p> <p><b>Questioning</b></p> <p>* Pupils respond to suggestions of how to find things out and, with help, make their own suggestions about how to collect data to answer questions.</p> |