



Class: Year 1	Topic Title: Animals including Humans	Key Vocabulary
<p>NC Objectives:</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 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) 	<ul style="list-style-type: none"> Know and label parts of the human body. Explore the different senses with feely bag, taste tests, smell identification test and a looking and listening sensory walk. Know the body parts associated with each sense (WS focussed assessment using TAPs Plan). Name animals from main animal groups: Fish, Amphibian, Reptile, Bird and Mammal (WS focussed assessment using TAPs Plan) Know what carnivores, omnivores and herbivores are. Know examples of carnivores, omnivores and herbivores. Use a Venn diagram to sort known carnivores, omnivores and herbivores. Know and describe features of animals from main animal groups. Think of own ways to sort animals by their features. Compare animals from different groups to find similarities and differences. 	<p>Head, body, leg, arm, feet, hand, fingers, toes</p> <p>eyes, ears, mouth, nose, teeth, skin, see, hear, taste,</p> <p>Fish, Amphibian, Reptile, Bird, Mammal <i>(The children don't need to recall these words just name animals from each group)</i></p> <p>Herbivore, Carnivore, Omnivore</p> <p>Tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves</p>
<p>Working Scientifically Objectives:</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><i>Objectives highlighted in yellow to be taught in this topic.</i></p>	<p>Previous Learning Experiences:</p> <p>EYFS:</p> <ul style="list-style-type: none"> They make observations of animals and plants and explain why some things occur and talk about changes. Children know about similarities and differences in relation to living things 	
Possible Community Links/trips	Future Learning Experiences:	



Knowsley Safari Park Chester zoo Farmer Ted's Windmill farm	Year 2: <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.
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Class: Year 1	Topic Title: Everyday Materials	Key Vocabulary
NC Objectives: <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 	<ul style="list-style-type: none"> Name and recognise of variety of everyday materials. Name objects and identify what materials have been used to make them. Use sorting diagrams (Venn or Carroll) to group objects by their common materials. Know and understand scientific vocabulary and provide examples of materials that possess these physical properties. Test and group a range of materials according to their properties (WS focussed assessment using TAPs plan) Compare and group together materials that float and sink (WS focussed assessment using TAPs plan) 	Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see through, not see through
Working Scientifically Objectives: <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 	Previous Learning Experiences:	



<ul style="list-style-type: none"> • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions <p><i>Objectives highlighted in yellow to be taught in this topic.</i></p>	<p>EYFS:</p> <ul style="list-style-type: none"> • Children know about similarities and differences in relation to materials.
Possible Community Links	Future Learning Experiences:
	<p>Year 2:</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. • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Class: Year 1	Topic Title: Seasonal changes	Key Vocabulary
<p>NC Objectives:</p> <ul style="list-style-type: none"> • observe changes across the 4 seasons • observe and describe weather associated with the seasons and how day length varies 	<ul style="list-style-type: none"> • Know the names of the four seasons. • Go on a welly walk to a local outdoor area (school field, Tawd, Beacon) to observe and record the changes to plants and temperature in Autumn, Winter, Spring and Summer. • Collect leaves and seeds from different plants and trees found during different seasons to observe closely and record (linked to plants topic). 	<p>Seasons</p> <p>Winter</p> <p>Summer</p> <p>Spring</p> <p>Autumn</p> <p>Weather</p> <p>Sunny</p> <p>Rainy</p>



<p>Working Scientifically Objectives:</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 • <u>gathering and recording data to help in answering questions</u> <p><i>Objectives highlighted in yellow to be taught in this topic.</i></p>	<ul style="list-style-type: none"> • Observe and record the weather at regular intervals throughout the year (each half term). • Record the weather in simple tables and charts. • Observe the changes of clothing worn during the different seasons and the weather associated. • Observe and keep a diary of the length of days at different intervals throughout the year, making records of the sunrise and sunset. • Observe how wildlife act and adapt to the different seasons (birds migration/animals hibernating). • Record and compare sightings of wildlife during the four seasons using simple tables and charts. 	<p>Windy Snowy</p> <p>Sun Sunrise Sunset Day length</p> <p>Migrate Hibernate</p>
	<p>Previous Learning Experiences:</p>	
	<p>EYFS:</p> <ul style="list-style-type: none"> • Understand similarities and differences in relation to places and living things. • They talk about features of their own immediate environment and how environments might vary from one another. • They make observations about plants and animals and explain why some things occur, and talk about changes. 	
<p>Possible Community Links/trips</p>	<p>Future Learning Experiences:</p>	
<ul style="list-style-type: none"> • Links with the Tawd Valley park • Links with the Beacon Country Park • Forest schools • Take part in the RSPB birdwatch 	<p>Year 5:</p> <ul style="list-style-type: none"> • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	

Class: Year 1	Topic Title: Plants	Key Vocabulary
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<p>NC Objectives:</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 	<ul style="list-style-type: none"> • During Autumn, visit a wooded area to collect the fallen leaves of deciduous trees and observe evergreen trees which have retained their leaves. • Know and recognise evergreen trees like pine and holly from the shape of their leaves and fruit/seeds. • Know and recognise deciduous trees like oak, sycamore and horse chestnut from the shape of their leaves and fruit/seeds. • Know that evergreen trees stay green all year round and deciduous trees lose their leaves during Autumn. • Know the names of the different parts of plants and trees (see vocabulary). • On a welly walk pull up weeds to compare their basic structure and record observations. • During the Summer months, identify, name and collect common wild plants like dandelions, daisies, grass and clovers that can be found on the school field. • Know and recognise common garden plants like daffodils, pansies, roses and poppies. • Plant seeds and observe how the plant develops, identifying the different parts as they form. • Observe and record how plants and trees change across the different seasons (linked to seasonal changes topic). 	<p>Leaf Flower Blossom Petal Fruit Berry Root Seed Trunk Branch Stem Bark Stalk Bud Seed</p> <p>Pine Holly Oak Sycamore Horse chestnut</p>
<p>Working Scientifically Objectives:</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><i>Objectives highlighted in yellow to be taught in this topic.</i></p>	<p>Previous Learning Experiences:</p> <p>EYFS:</p> <ul style="list-style-type: none"> • They make observations of animals and plants and explain why some things occur and talk about changes. 	
<p>Possible Community Links/trips</p> <ul style="list-style-type: none"> • Links with the Tawd Valley park • Links with the Beacon Country Park 	<p>Future Learning Experiences:</p> <p>Year 2:</p> <ul style="list-style-type: none"> • observe and describe how seeds and bulbs grow into mature plants 	



<ul style="list-style-type: none">• Forest schools	<ul style="list-style-type: none">• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
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