











Year 1

Year 1				
Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
 <p>Human Senses</p>	 <p>Everyday Materials</p>	 <p>Plant Parts</p>	 <p>Seasonal Changes</p>	 <p>Animal Parts</p>
Defining Frame Introduction lesson – What are you?	Defining Frame Introduction lesson – What are materials?	Defining Frame Introduction lesson – Plant facts	Defining Frame Introduction lesson – The four seasons	Defining Frame Introduction lesson - Animals
Humans. Labelling body parts	Introducing natural materials	Seasonal Changes in plants Identifying plants	Experiencing the season	Identifying animal parts
How many?		Plant parts and diagrams		
Similarities and differences. Functions.	Human made materials	Seeds and bulbs	Deciduous and evergreen trees. Seasonal changes in deciduous trees.	Grouping animals
Why do we need our senses? Senses loss and assistive tools.	Identification and classification	Investigating leaves	Seasonal changes in animals	Sorting and pattern seeking
	Properties of materials		Day length and Sun Rays	Our Pets

<p>Investigation: Investigating our sense of touch.</p> <p>Listen Carefully investigation.</p>	<p>Venn diagrams</p>	<p>Importance of plants</p>	<p>Investigation focus: observing, measuring and recording.</p> <p>How does the weather change over time?</p> <p>Measuring and recording the wind. Measuring and recording the temperature. Measuring and recording precipitation</p>	<p>Herbivore, carnivore and omnivore</p>
<p>Investigation focus: Planning and carrying out</p> <p>Why do we have two eyes?</p> <p>Step 1- Planning and carrying out Step 2 – Planning and carrying out Step 3 - Planning and carrying out Step 4 - Planning and carrying out</p>	<p>Investigation:</p> <p>What materials would be best for a house?</p> <p>Design a house - Testing materials, recording materials properties and comparing.</p>	<p>My plant</p>	<p>Weather Forecasts</p>	<p>Investigation focus: observing, asking and answering questions, simple tests</p> <p>What does a pet need?</p> <p>Class Pet – Skye</p>
<p>Assessment and reflection.</p>	<p>Investigation focus: Observing, measuring and recording</p> <p>What material would be suitable for bunting?</p> <p>Step 1 – planning Step 2 – predicting Step 3 - carrying out</p>	<p>Investigation focus: Reporting and concluding</p> <p>How can we identify trees?</p> <p>Step 1 & 2 – observation Step 3 & 4 – observation and recording Step 5 – reporting and concluding.</p>	<p>Investigation focus: Asking and answering questions</p> <p>Example question - Where is the coldest part of the playground?</p> <p>Step 1 & 2 – planning Step 3 & 4 – carrying out and recording Step 5 –concluding</p>	<p>Investigation focus: observing, measuring and recording</p> <p>What do earthworms need to survive?</p> <p>Step 1 – observing Step 2 – recording Step 3 – observing and recording</p>

	Step 4 & 5 - observing, measuring and recording			Step 4 – comparing Step 5 –concluding
	Assessment and reflection.	Assessment and reflection.	Assessment and reflection.	Assessment and reflection.

Year 2

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
 <p>Habitats</p>	 <p>Animal Survival</p>	 <p>Human Survival</p>	 <p>Uses of Materials</p>	 <p>Plant Survival</p>
<p>Defining Frame</p> <p>Introduction lesson – exploring habitats</p>	<p>Defining Frame</p> <p>Introduction lesson - Habitats</p>	<p>Defining Frame</p> <p>Introduction lesson – We are humans</p>	<p>Defining Frame</p> <p>Introduction lesson – materials and properties</p>	<p>Defining Frame</p> <p>Introduction lesson - plants and their parts</p>
<p>Living and non-living things</p>	<p>Introducing invertebrates</p>	<p>Human life cycle</p>	<p>Exploring everyday materials</p>	<p>Exploring seasonal plants</p>
<p>Identifying plants and animals in a habitat</p>	<p>Microhabitats</p>	<p>Human needs</p>	<p>Shaping materials</p>	<p>Where do plants like to grow?</p>
<p>Why do animals live in this habitat?</p> <hr/> <p>Creating food chains.</p>	<p>Animal needs</p>	<p>Nutrition</p>	<p>Bending, stretching, twisting and squashing</p>	<p>What do plants need?</p>
<p>Animal adaptation.</p>	<p>Microhabitat food chains</p>	<p>Exercise challenge</p> <hr/> <p>Good hygiene routines</p>	<p>Linking properties to uses</p>	<p>Unusual plants</p>
<p>Plant adaptation.</p> <hr/> <p>Life process of reproduction</p> <hr/> <p>Life cycles</p>	<p>Human impacts</p>	<p>Investigation:</p> <p><u>Why should we use soap?</u></p>	<p>Problems with materials</p>	<p>Investigation focus: Observing, measuring and recording</p> <p><u>Do bigger seeds take longer to germinate than smaller seeds?</u></p> <p>Step 1 & 2 - plan and carrying out</p>

	Seasonal changes			Step 3 & 4 – observing and recording Step 5 – results
<p>Investigation focus: reporting and concluding</p> <p>Mystery habitat - <u>What observations can you make?</u></p> <p>Step 1 – recording Step 2 – observing Step 3 – classifying Step 4 & 5 – concluding</p>	<p>Investigation focus: observation</p> <p><u>What changes occur during the life cycle?</u> (Butterflies)</p>	<p>Investigation focus: reporting and concluding</p> <p><u>How easily do germs spread?</u></p> <p>Step 1 – planning and carrying out Step 2 & 3 – observing and recording Step 4 & 5 – concluding</p>	<p>Investigation focus: asking and answering questions</p> <p><u>What is the strongest shopping bag?</u></p> <p>Step 1 – questioning Step 2 – planning Step 3 – carrying out Step 4 – recording Step 5 – concluding</p>	Assessment and reflection.
Assessment and reflection.	Assessment and reflection.	Assessment and reflection.	Assessment and reflection.	

Let's investigate focus: Reporting and concluding Step 3, 5 and 5	Seasonal change	Investigate Let's investigate focus: Reporting and concluding step 4 and 5	Let's investigate focus: Asking and answering questions Step 3	
			Let's investigate focus: Asking and answering questions Step 4 and 5	