



Period Taught (Half term/number of weeks etc.)	Unit/Topic To Be Taught	Key Areas Covered within Unit/Topic Main Objectives
Autumn 1  7 weeks	Animals including humans	<ul style="list-style-type: none"> <li>• Life cycles- L.O. I know the life cycle of chicken.</li> <li>• Life cycle of a human- L.O. I know the different stages of the human life cycle and how our needs change. (Invite somebody in with a baby for next week)</li> <li>• Observation skills- L.O. I can observe a baby to see how their needs are different to mine. Involves chn asking questions to visitor</li> <li>• Sorting activity- sort the baby animals from the adult animals including a human and match the baby to the adult. L.O. I know that all living things produce offspring.</li> <li>• L.O. I know the basic needs of a human and how to keep my heart healthy. Investigation on heart rate.</li> <li>• L.O. know the importance of a balanced diet and the main food types.</li> <li>• L.O. I can sort foods into the correct food groups. Involves tasting different healthy foods and a sorting activity into correct groups.</li> </ul>
Autumn 2  6 weeks	Everyday materials	<ul style="list-style-type: none"> <li>• L.O. I can use a classification key to identify different materials. (Wood, metal, plastic, glass, brick, rock, paper, cardboard) Introduce new vocab- absorbency, waterproof, opaque, transparent, tough, flexible, rigid. Discussion of how some materials are used for more than one thing eg. Wood can be used for matches, floors, telegraph poles. Also different materials are used for the same things eg. Spoons can be made out of wood, metal and plastic. (2 lessons)</li> <li>• L.O. I can plan an investigation. Testing which material is the most absorbent.</li> <li>• L.O. I can test which material is the most waterproof (will make the best raincoat for the class dragon)</li> <li>• L.O. I know which materials are man-made and natural. Sorting activity of different materials. Discussion of how some things can be made out of different</li> <li>• L.O. I know the properties of different materials. How waterproof is wax. White wax crayons on</li> </ul>

		white paper- write a secret message and go over with a water colour to discover message.
Spring 1  5 weeks	Everyday materials	<ul style="list-style-type: none"> <li>• L.O. I know that some objects made from some materials can be changed by squashing. Investigation involving looking at the properties of a variety of balls- football-clay-rubber bouncy ball- which ball is the bounciest and why? Look at clip of ball being squashed in slow motion when it is bounced.</li> <li>• L.O. I can investigate the elasticity of different materials. Seeing how far they can stretch different materials against a ruler.</li> <li>• I can gather and record data and answer questions on it. Using results from last week's investigation chn will write it up in a table and make a simple bar chart and use this to answer simple questions.</li> <li>• L.O. I can test which material is the toughest. Discuss the vocab tough, flexible and rigid and that we need a tough material to make a bridge. Use weights to see how many g/kg the materials can hold. Tested rigidity in this lesson by using uncooked spaghetti to see how many cm we could bend it without breaking.</li> <li>• Link to homework – Chn research on John Dunlop, Charles Macintosh or John McAdam and feedback to rest of the class about how they have developed new useful materials.</li> </ul>
Spring 2  7 weeks	Living things and their habitats	<ul style="list-style-type: none"> <li>• L.O. I can group objects into different categories; alive, dead or never been alive. Chn to go outside and see what they can find that fits into each of these categories.</li> <li>• L.O. I know the needs of all living things. MRS GREN</li> <li>• L.O. I can identify different plants and animals in their habitats. Trip to Heaton Park to explore microhabitats.</li> <li>• L.O. I can match an animal/plant up to its habitat and know why different animals/plants need different habitats.</li> <li>• L.O. I know that animals/plants adapt to survive.</li> <li>• L.O. I can design and make a bug hotel. Using what they have found out about different living things and their habitats they will make a 'bug hotel' thinking about what they need to survive. (2 lessons)</li> </ul>

<p>Summer 1</p> <p>5 weeks</p>	<p>Living things and their habitats</p>	<p>Planting and preparing the sensory garden. For scent, children will enjoy growing herbs like mint, lemon balm, basil and lavender, while Swiss chard is colourful, lettuce is fast growing (cut and come again variety) and flowers like sweet peas and nasturtiums, offer perfume and vibrancy.</p> <ul style="list-style-type: none"> <li>• Look at the basic needs for all plants to grow (suitable temperature, light and water) then look at specific needs of lettuce, cherry tomatoes, sunflowers, broad beans, pumpkins and courgettes and how they suit different growing conditions.</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. L.O. I can create a food chain. Can play the food chain game.</li> <li>• Visit a local farm and Find out more about farming first-hand and play farms in the classroom. Understand why farms are so important to the food chain and why farmers think protecting the environment is so important.</li> <li>• L.O. I know that there are different sources of food.</li> <li>• L.O. I understand how the sun's energy is used throughout the whole food chain. Explain learning about energy, food chains and the co-dependence of plants and animals.</li> </ul>
<p>Summer 2</p> <p>6 weeks</p>	<p>Plants</p>	<ul style="list-style-type: none"> <li>• L.O. I know how seeds disperse their seeds in different ways.</li> <li>• L.O. I can observe different types of seeds.</li> <li>• L.O. I can investigate which conditions are best to help a seed grow.</li> <li>• L.O. I can make observations over time and record how long it takes for cress to grow. Make cress heads</li> <li>• L.O. I can label the different parts of a bean plant. Grow beans in CD cases and watch them grow over time.</li> <li>• Eat the cress the children have grown.</li> </ul>