

James Peacock Infant and Nursery School

Science Coverage

|                     | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Autumn 2                                                                                                                                                                              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| <b>Foundation 2</b> | <p><b>Topic: Happy to be me</b></p> <p><b>Science key stage 1 link:</b><br/>Humans and other animals, forces, light, electricity, earth and space, materials, seasons etc.</p> <p><b>By the end of the unit:</b><br/>I can talk about what I see</p> <p><u>Working Scientifically</u><br/><u>Play, observe, ask</u><br/><u>(5 main enquiry types: Observation over time – Compare, research, - Pattern seeking - Identifying, classifying and grouping</u></p> <ul style="list-style-type: none"> <li>Say what I have seen....</li> <li>Try to explain why things happen.</li> <li>Try to explain how things work. Have an awareness of growth.</li> <li>Have an awareness of decay.</li> <li>Have an awareness of change over time.</li> <li>Care for living things.</li> <li>Care for the things around me.</li> </ul> | <p><b>Topic: Nursery rhymes Christmas</b></p> <p><b>Science key stage 1 link:</b><br/>Sound, light, materials, humans including animals, seasons</p> <p><b>By the end of the unit:</b><br/>I can talk positively about the differences I notice in people e.g. skin colour, hair type, appearance<br/>I can use all of my senses in hands-on exploration of natural materials<br/>I can explore collections of natural materials with similar and/or different properties<br/>I understand the effect of changing seasons</p> <p><u>Working Scientifically</u><br/><u>Play, observe, ask</u><br/><u>(5 main enquiry types: Observation over time – Compare, research, - Pattern seeking - Identifying, classifying and grouping</u></p> <ul style="list-style-type: none"> <li>Say what I have seen....</li> <li>Try to explain why things happen.</li> <li>Try to explain how things work. Have an awareness of growth.</li> <li>Have an awareness of decay.</li> <li>Have an awareness of change over time.</li> <li>Care for living things.</li> <li>Care for the things around me.</li> </ul> | <p><b>Topic: Under the sea.</b></p> <p><b>Science key stage 1 link:</b> Animals including humans/ plants<br/>Seasonal change</p> <p><b>By the end of the unit:</b><br/>I know that there are different countries and can talk about the differences (using photos or videos etc)<br/>I can plant seeds and care for growing plants</p> <p><u>Working Scientifically</u><br/><u>Play, observe, ask</u><br/><u>(5 main enquiry types: Observation over time – Compare, research, - Pattern seeking - Identifying, classifying and grouping</u></p> <ul style="list-style-type: none"> <li>Say what I have seen....</li> <li>Try to explain why things happen.</li> <li>Try to explain how things work. Have an awareness of growth.</li> <li>Have an awareness of decay.</li> <li>Have an awareness of change over time.</li> <li>Care for living things.</li> <li>Care for the things around me.</li> </ul> | <p><b>Topic: Animal Crackers Into the woods.</b></p> <p><b>Science key stage 1 link:</b> Living things and their habitats<br/>Earth and Space, materials, seasons</p> <p><b>By the end of the unit:</b><br/>I can understand why it's important to respect and care for the environment and living things</p> <p>I can talk about the way natural materials change state e.g. when cooking, or when ice melts</p> <p><u>Working Scientifically</u><br/><u>Play, observe, ask</u><br/><u>(5 main enquiry types: Observation over time – Compare, research, - Pattern seeking - Identifying, classifying and grouping</u></p> <ul style="list-style-type: none"> <li>Say what I have seen....</li> <li>Try to explain why things happen.</li> <li>Try to explain how things work. Have an awareness of growth.</li> <li>Have an awareness of decay.</li> <li>Have an awareness of change over time.</li> <li>Care for living things.</li> <li>Care for the things around me.</li> </ul> | <p><b>Topic: Help is at hands</b></p> <p><b>Science key stage 1 link:</b><br/>Humans including animals</p> <p><b>By the end of the unit:</b><br/>I can talk about my family<br/>I show an interest in different occupations</p> <p><u>Working Scientifically</u><br/><u>Play, observe, ask</u><br/><u>(5 main enquiry types: Observation over time – Compare, research, - Pattern seeking - Identifying, classifying and grouping</u></p> <ul style="list-style-type: none"> <li>Say what I have seen....</li> <li>Try to explain why things happen.</li> <li>Try to explain how things work. Have an awareness of growth.</li> <li>Have an awareness of decay.</li> <li>Have an awareness of change over time.</li> <li>Care for living things.</li> <li>Care for the things around me.</li> </ul> | <p><b>Topic: No place like home.</b></p> <p><b>Science key stage 1 link:</b><br/>Electricity/ Forces/animals including humans plants/</p> <p><b>By the end of the unit:</b><br/>I understand key features of the life cycle of a plant and an animal<br/>I can talk about different forces I feel e.g. water pushing up when I try to push a boat into it, magnetic attraction and repulsion, stretch of elastic</p> <p><u>Working Scientifically</u><br/><u>Play, observe, ask</u><br/><u>(5 main enquiry types: Observation over time – Compare, research, - Pattern seeking - Identifying, classifying and grouping</u></p> <ul style="list-style-type: none"> <li>Say what I have seen....</li> <li>Try to explain why things happen.</li> <li>Try to explain how things work. Have an awareness of growth.</li> <li>Have an awareness of decay.</li> <li>Have an awareness of change over time.</li> <li>Care for living things.</li> <li>Care for the things around me.</li> </ul> |

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| <p><b>Foundation 2</b></p> | <p><b>Topic:</b><br/><u>Happy to be me</u></p> <p><b>Science key stage 1 link:</b><br/>Humans and other animals<br/>Seasonal change</p> <p><b>By the end of the unit:</b><br/><br/>I can talk about what I see, feel and hear</p> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Understanding similarities and differences in relation to place, objects, materials and living things.</li> <li>Talk about features of their immediate environment and how environments vary from one to another.</li> </ul> <p><b>Working Scientifically</b><br/><u>Play, observe, ask</u></p> <p><b>Exploring: Questioning-</b> asking what if questions,<br/><b>Classification: Classify:</b> Group by familiar features e.g. Shape, size, colour./ Use given instructions to sort.<br/><b>Experimentations and investigation: observing:</b> Comment on what I see<br/><b>Results: collecting:</b> Use non standard units of measure and compare 2 things e.g.: heavier / lighter. measure and compare length, weight, capacity. <b>Conclusions: patterns and relationships:</b> Recognise, create and simple patterns e.g.: size</p> | <p><b>Tell us a story and Come and join the celebration</b></p> <p><b>Science key stage 1 link:</b><br/>Sound / materials</p> <p><b>By the end of the unit:</b><br/><br/>I can explore the natural world around me/ materials</p> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul> <p><b>Working Scientifically</b><br/><u>Play, observe, ask</u></p> <p><b>Exploring: Explaining:</b> With support, recall simple scientific facts<br/><b>Classification: Identification:</b> With support, name things related to science<br/><b>Experimentations and investigation: Predicting:</b> Suggest what might be 'best' or 'worst <b>Results: collecting:</b> Use non standard units of measure and compare 2 things e.g.: heavier / lighter. measure and compare length, weight, capacity.<br/><b>Conclusions: patterns and relationships:</b> Use 'more' or 'less' to compare observations.</p> | <p><b>Topic: Come fly with me Asia.</b></p> <p><b>Science key stage 1 link:</b><br/>Animals including humans/ plants<br/>Seasonal change</p> <p><b>By the end of the unit:</b><br/><br/>Begin to recognise environments that are different from the ones in which I live</p> <p>Begin to understand the effect of changing seasons on the natural world around me eg weather, behaviour of animals, changes in plants</p> <p><b>The natural world</b></p> <ul style="list-style-type: none"> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> </ul> <p><b>Working Scientifically</b><br/><u>Play, observe, ask</u></p> <p><b>Exploring: Explaining:</b> With support, pronounce simple scientific words to help with an activity<br/><b>Classification: Identification:</b> With support, name things related to science<br/><b>Experimentations and investigation: equipment:</b> Use a range of everyday items/ Work safely when given instructions. <b>Results: collecting: Tables:</b> Use a simple table to record,<br/><b>Conclusions: concluding:</b> Comment on changes that I observe during an activity/ Begin to talk about what we did.</p> | <p><b>Topic: Blast off and Jurassic Park</b></p> <p><b>Science key stage 1 link:</b><br/>Living things and their habitats<br/>Earth and Space</p> <p><b>By the end of the unit:</b><br/><br/>I can recognise environments that are different from the ones in which I live</p> <p>I can understand the effect of changing seasons on the natural world around me eg weather, behaviour of animals, changes in plants</p> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul> <p><b>Working Scientifically</b><br/><u>Play, observe, ask</u></p> <p><b>Exploring: Explaining:</b> With support, describe what is happening using words or actions..<br/><b>Classification: Comparing:</b> Describe given things<br/><b>Experimentations and investigation: Designing:</b> With support, suggest ideas and ways to investigate/ Follow a short demo and spoken instructions.<br/><b>Results: Graphs:</b> Use prepared pictograms to record observations/ Add pictures to a given pictogram.<br/><b>Conclusions: concluding:</b> Begin to talk about what we did.</p> | <p><b>Topic: Let's play</b></p> <p><b>Science key stage 1 link:</b> living things and their habitats Light<br/>Seasonal change</p> <p><b>By the end of the unit:</b><br/><br/><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> </ul> <p><b>Working Scientifically</b><br/><u>Play, observe, ask</u></p> <p><b>Exploring:</b><br/><b>Diagrams:</b> Match a picture to the correct label..<br/><b>Classification: Classify:</b> Use given instructions to sort. <b>Comparing:</b> Describe given things<br/><b>Experimentations and investigation: Predicting:</b> Suggest what might be 'best' or 'worst <b>observing:</b> Comment on what I see,<br/><b>Results: collecting:</b> Use non standard units of measure and compare 2 things e.g.: heavier / lighter. measure and compare length, weight, capacity.<br/><b>Conclusions: patterns and relationships:</b> Recognise, create and simple patterns e.g.: size/ Use 'more' or 'less' to compare observations.<br/><b>concluding:</b> Comment on changes that I observe during an activity/ Begin to talk about what we did.</p> | <p><b>Topic: What on Earth</b></p> <p><b>Science key stage 1 link:</b> Electricity/ Forces/ materials</p> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> </ul> <p><b>By the end of the year :</b><br/><br/>ELG: The Natural World</p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> <p><b>Working Scientifically</b><br/><u>Play, observe, ask</u></p> <p><b>Exploring: Sources:</b> Recall some simple scientific facts.<br/><b>Classification: Identification:</b> With support, name things related to science <b>Comparing:</b> Describe given things<br/><b>Experimentations and investigation: Designing:</b> With support, suggest ideas and ways to investigate/ Follow a short demo and spoken instructions.<br/><b>Results: collecting: Tables:</b> Use a simple table to record, <b>Graphs:</b> Use prepared pictograms to record observations/ Add pictures to a given pictogram. <b>Conclusions: patterns and relationships:</b> Recognise, create and simple patterns e.g.: size/ Use 'more' or 'less' to compare observations.</p> |
| <p><b>Year 1</b></p>       | <p><b>Everyday materials</b></p> <p><b>Topic: Once upon a time</b></p> <p><b>Prior knowledge EYFS:</b></p> <ul style="list-style-type: none"> <li>exploring Natural world – changing seasons, states of matter- exploring forest school etc...</li> <li>talking about features of immediate environment and how things vary from one to another</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Seasonal Changes</b></p> <p><b>Topic: Trains, planes and automobiles.</b></p> <p><b>Prior knowledge EYFS:</b></p> <ul style="list-style-type: none"> <li>exploring Natural world – changing seasons, states of matter- exploring forest school etc...</li> </ul> <p><b>By the end of the unit:</b></p> <ul style="list-style-type: none"> <li>recall the 4 seasons</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Plants</b></p> <p><b>Topic: Location, Location, Location</b></p> <p><b>Prior knowledge EYFS:</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> </ul> <p><b>By the end of the unit:</b></p> <ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants,</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Animals including humans</b></p> <p><b>Topic: Great Explores.</b></p> <p><b>Prior knowledge EYFS:</b></p> <ul style="list-style-type: none"> <li>exploring the Natural world- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>Animals including humans</b></p> <p><b>Topic: Once there were giants</b></p> <p><b>Prior knowledge Spring1:</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</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                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|                      | <ul style="list-style-type: none"> <li>understanding similarities and differences in relation to place, objects, materials and living things.</li> </ul> <p><b>By the end of the unit:</b></p> <ul style="list-style-type: none"> <li>Identify the difference between object and material it is made</li> <li>Identify some materials and their properties</li> <li>Group objects according to some physical properties</li> <li>Carry out simple investigations to test some materials and their properties.</li> </ul> <p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>Exploring- To ask questions and compare.</li> <li>Classification- To group objects to a given criteria.</li> <li>Experimentation and investigating – predict- make a suggestion as to what might happen.</li> <li>Experimentation and investigating – designing an experiment- follow a short demo, spoken and picture instructions.</li> <li>Recording- To use simple tables to record data.</li> <li>Making Conclusions- To make simple conclusions by explaining what we did and what happened.</li> </ul> | <ul style="list-style-type: none"> <li>able to discuss the different weather associated with each season</li> <li>begin to explain how day length varies</li> <li>work scientifically to record weather patterns in tables/ charts</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>Exploring- Ask why questions to explore the seasons.</li> <li>Classification- identify obvious differences about the weather in different seasons.</li> <li>Experimentation and investigating – use some scientific equipment</li> <li>Recording- use simple tables and graphs to record data (adding pictures/ blocks to a graph and diagram)</li> <li>Making Conclusions- Recognise, create and describe simple patterns.</li> <li>Making conclusions- use more or less to compare observations and data.</li> </ul> | <p>including deciduous and evergreen tree</p> <ul style="list-style-type: none"> <li>identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>Exploring- Name and identify the properties of materials named.</li> <li>Exploring- Begin to suggest how to collect the identified data/ construct a fair test.</li> <li>Classification- Group items according to a given criteria and begin to give reasons for this.</li> <li>Experimentation and investigating – perform a simple test – to test the properties of a material.</li> <li>Recording- Use a simple table to record and write a simple sentence using this date to answer questions.</li> <li>Making Conclusions- Using observations and ideas to suggest answers to questions- say what they have found out.</li> </ul> | <p><b>By the end of the unit:</b><br/><b>Animals Including Humans</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> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>Exploring- Use a word bank to match a label to the correct part of an image Exploring- explain by recall some simple Scientific facts</li> <li>Classification- sort using simple yes no statements.</li> <li>Experimentation and investigating – make a simple prediction to suggest what might happen.</li> <li>Recording- collect data by using non standard units of data to a table.</li> <li>Making Conclusions- make simple conclusions explaining what we did.</li> </ul> | <p>carnivores, herbivores and omnivores</p> <ul style="list-style-type: none"> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul> <p><b>By the end of the unit:</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> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>Exploring- Use a word bank to match a label to the correct part of an image</li> <li>Exploring- Begin to select some facts to use in an answer</li> <li>Classification- Identify obvious differences.</li> <li>Experimentation and investigating – conduct a simple investigation.</li> <li>Recording- Use a simple table to record.</li> </ul> | <ul style="list-style-type: none"> <li>talking about features of immediate environment and how things vary from one to another</li> <li>understanding similarities and differences in relation to place, objects, materials and living things</li> </ul> <p><b>By the end of the unit:</b></p> <ul style="list-style-type: none"> <li>Identify the difference between object and material it is made and be able to explain this.</li> <li>Continue to identify some materials and their properties within the local environment.</li> <li>Group objects according to some physical properties</li> <li>Carry out simple investigations to test some materials and their properties.</li> </ul> <p><b>Working Scientifically</b></p> <p>Exploring- Name and identify the properties of materials named.<br/>Exploring- Begin to suggest how to collect the identified data/ construct a fair test.<br/>Classification- Group items according to a given criteria and begin to give reasons for this.<br/>Experimentation and investigating – perform a simple test – to test the properties of a material.<br/>Recording- Use a simple table to record and write a simple sentence using this date to answer questions.<br/>Making Conclusions- Using observations and ideas to suggest answers to questions- say what they have found out.</p> |
| <p><b>Year 2</b></p> | <p><b>Topic: Land Ahoy</b></p> <p><b>Living things and their habitats</b></p> <p><b>Prior knowledge year 1:</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>able to discuss the different weather associated with each season</li> <li>begin to explain how day length varies</li> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> </ul> <p><b>By the end of the unit:</b><br/><b>Living things and their Habitats</b></p>                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Topic: London's Burning</b></p> <p><b>Uses of Everyday materials</b></p> <p><b>Prior knowledge year 1:</b></p> <ul style="list-style-type: none"> <li>Identify the difference between object and material it is made</li> <li>Identify some materials and their properties</li> <li>Group objects according to some physical properties</li> <li>Carry out simple investigations to test some materials and their properties.</li> </ul> <p><b>By the end of the unit:</b></p> <ul style="list-style-type: none"> <li>Identify and compare the uses of everyday materials for particular uses</li> <li>Explain how solid objects made from some materials can be changed by squishing, bending, twisting and stretching</li> </ul>                                                                                                         | <p><b>Topic: Peru to London</b></p> <p><b>Animals, including humans</b></p> <p><b>Prior knowledge year 1:</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>identify, name, draw and label the basic parts of the human</li> </ul>                                                                                                                                                                                                                                                                                                                          | <p><b>Topic: Castles Knights and Outlaws</b></p> <p><b>Uses of Everyday materials</b></p> <p><b>Prior knowledge year Autumn 1:</b></p> <ul style="list-style-type: none"> <li>Identify and compare the uses of everyday materials for particular uses</li> <li>Explain how solid objects made from some materials can be changed by squishing, bending, twisting and stretching</li> </ul> <p><b>By the end of the unit:</b></p> <ul style="list-style-type: none"> <li>Name at least one inventor of new materials e.g. John Dunlop, Charles Macintosh, John McAdam,</li> </ul> <p><b>Working Scientifically:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Topic: Women who changed the world</b></p> <p><b>Plants</b></p> <p><b>Prior knowledge year 1:</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>By the end of the unit:</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</li> </ul>                                                                                                                                                                                                                                                               | <p><b>Animals, including humans</b><br/>(an opportunity here during the topic to link back to habitats too.)</p> <p><b>Topic: Wild about animals</b></p> <p><b>Prior knowledge Autumn 2:</b></p> <ul style="list-style-type: none"> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> <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> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

James Peacock Infant and Nursery School

Science Coverage

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|  | <ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <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> </ul> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> <li>Exploring- Ask why and what if questions.</li> <li>Exploring- Describe and recall what has been observed.</li> <li>Classification- sort things into multiple groups (dead, alive, never living)</li> <li>Experimentation and investigating – Begin to explain how we might investigate something.</li> <li>Recording-Record some data in simple block charts. .</li> <li>Making Conclusions- describe simple patterns in data and charts.</li> </ul> | <p><u>Working Scientifically:</u></p> <ul style="list-style-type: none"> <li>Exploring- describing what I have observed closely.</li> <li>Exploring- ask simple questions and recognise that they can be answered different ways.</li> <li>Classification- identify and classifying into groups</li> <li>Experimentation and investigating – perform simple tests – fair test, using simple equipment.</li> <li>Recording- gather and recording data in a simple table</li> <li>Making Conclusions- answer questions based on data in tables</li> </ul> | <p>body and say which part of the body is associated</p> <ul style="list-style-type: none"> <li>with each sense</li> </ul> <p><u>By the end of the unit:</u><br/><u>Animals, including humans</u></p> <ul style="list-style-type: none"> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> <li>Exploring- To use secondary sources to explain how to keep the body healthy etc.</li> <li>Exploring- To describe what is happening using words.</li> <li>Classification- Follow and complete simple classification keys with obvious differences.</li> <li>Experimentation and investigating – To think about which variable we are testing and how we might test this.</li> <li>Recording- To begin to use standard units of measure to record.</li> <li>Making Conclusions- To describe different ways of doing things</li> </ul> | <ul style="list-style-type: none"> <li>Exploring- To recall some relevant scientific facts about a famous inventor of materials.</li> <li>Exploring- To describe and recall what I have observed.</li> <li>Classification- Identify and name simple scientific things</li> <li>Experimentation and investigating – To use a range of scientific equipment and To demonstrate how me might test something</li> <li>Recording- to measure using standard units of measure and to draw a simple pictogram or bar chart</li> <li>Making Conclusions- To identify differences in sets of data and patterns in charts .</li> </ul> | <p>temperature to grow and stay healthy.</p> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> <li>Exploring- Describe and explain what I have observed.</li> <li>Exploring- Ask simple why and what if questions.</li> <li>Classification- Identify similarities and differences.</li> <li>Experimentation and investigating – identify changes during an investigation.</li> <li>Recording- measure using simple standard units of measure</li> <li>Making Conclusions- identify differences in sets of data.</li> </ul> | <p><u>By the end of the unit:</u></p> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>understand that different animals/ living things survive in different habitats and may have adapted to their environments.</li> </ul> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> <li>Exploring- compare and contrast offspring and their parents.</li> <li>Exploring- Ask simple why and what if questions- about how animals are cared for as pets and zoo animals.</li> <li>Classification- Identify similarities and differences between animals in different living things in different habitats.</li> <li>Experimentation and investigating – design a simple test to measure how age and height are linked.</li> <li>Recording- measure using simple standard units of measure- heights and hand spans.</li> <li>Making Conclusions- identify differences in sets of data.</li> </ul> |
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