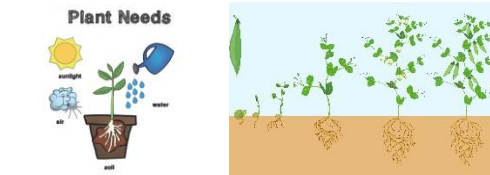
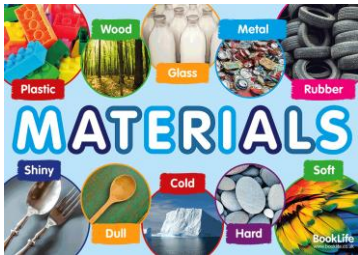



Autumn 1 Science - plants

Knowledge <i>I know...</i>	Skills <i>I can...</i>	Links back to <i>I remember...</i>
<ul style="list-style-type: none"> The names of some of the plants in our school grounds (including flowers and trees). A plant is a living thing that moves, respire, grows, reproduces etc. Plants need water, light and a suitable temperature to grow and stay healthy. Seeds and bulbs grow into plants. Pictograms and block diagrams can be used to present data clearly. Pictograms and block diagrams help to answers questions about totalling and comparing. 	<ul style="list-style-type: none"> I can identify and name some of the plants in our school grounds (including flowers and trees). I can present results using a pictogram and/or block diagram charts with help (link to computing and plants in school grounds). I can explain what makes a plant a living things. I can talk about what a plants need to grow and stay healthy. I can plant a seed and/or bulb. I can observe and describe changes over time (bean diary). Ask questions in a group Plan simply what to do, in a group Predict the outcome of an investigation in a group Use a table to display results (headings given by teacher). 	<ul style="list-style-type: none"> A plant is made up of a root, stem/trunk, leaves and flowers. A tree is a plant. Labelling the parts of plants. Planting a sunflower.
Vocabulary: Bulb: a plant bud that begins to grow underground. Seed: the small parts produced by plants from which new plants grow. Observe: to look closely Plant: a living thing which include flowers, trees and vegetables. Pictogram: a chart that uses pictures to represent data. Predict: make a guess about what might happen.		Images: 


Autumn 2 Science - materials

Knowledge <i>I know...</i>	Skills <i>I can...</i>	Links back to <i>I remember...</i>
<ul style="list-style-type: none"> Most materials have never been alive. Materials are what objects are made from e.g. fabric, wood, metal. Materials have properties which make them suitable for different purposes. Some materials are right for a purpose because of their properties e.g. a kettle is made of metal because it conducts heat and is waterproof. Flexible materials can bend or compress easily without cracking. Strong materials are able to resist heavy impacts and absorb and energy without breaking. 	<ul style="list-style-type: none"> Identify everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard. Describe the properties of materials. Compare the suitability of everyday materials for particular uses. Find out <u>how</u> the shapes of solids objects made from some materials can be changed by squashing, bending, twisting and stretching. Ask questions using scientific language. Plan simple what to do and what observations/ measurements to take. Recognise some hazards. Predict the outcome of an investigation. Talk about what I have found out and how I found it out. 	<ul style="list-style-type: none"> Explaining what makes a plant a living thing. Identifying everyday materials including wood, metal, plastic, glass, brick, rock. Describing the properties of materials. Sorting materials.
Vocabulary: Absorbent: soaks up water. Flexible: can be folded easily. Material: what objects are made from. Observe: to look closely Opaque: can't be seen through. Predict: make a guess about what might happen. Properties: what a material is like and how it behaves (soft, stretchy). Suitability: having the properties which are right for a specific purpose. Stretchy: can be pulled to make it longer or wider without breaking. Transparent: can be seen through. Waterproof: it keeps water out. It keeps things dry.		Images: 

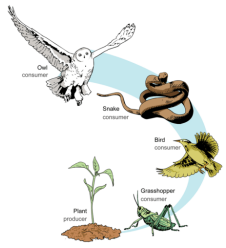
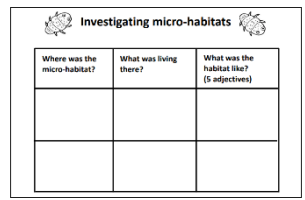
Spring 1 Science – humans

Knowledge <i>I know...</i>	Skills <i>I can...</i>	Links back to <i>I remember...</i>
<ul style="list-style-type: none"> Animals, including humans, are living. That animals, including humans, have offspring which grow into adults. Animals, including humans need water, food and air to survive. To stay healthy humans need exercise. To stay healthy humans need the right amounts of different types of food. How and why I should keep myself clean. 	<ul style="list-style-type: none"> Draw on a pictogram to show results (favourite healthy food) Describe how animals inc humans change as they grow. Match animals and their babies. Ask and answer questions about a pet. Find out about and describe the basic needs of animals, including humans, for survival Identify healthy and unhealthy food and say how much of them I should eat. Give reasons why humans need to exercise. Gather information and answer a question. Look closely and record what I see. 	<ul style="list-style-type: none"> Human beings have different body parts There are 5 senses Our sense of touch is linked to our hands/skin Our sense of taste is linked to our mouth/tongue/throat Our sense of hearing is linked to our ears Our sense of smell is linked to our nose Our sense of sight is linked to our eyes A pictogram is a picture representation of data Investigating which material would be best for a flag/bunting
Vocabulary: Body: the physical structures including bones, flesh and organs of a person or animal. Human: a man, women or child Pictogram: a pictorial representation of data on a chart, graph, or computer Offspring: a person's children or an animal's young Exercise: being active Healthy: keeping your body 'working at its best' Survive: to remain alive Grow: increasing in size or changing physically		Images: 

Spring 2 Science – animals

Knowledge <i>I know...</i>	Skills <i>I can...</i>	Links back to <i>I remember...</i>
<ul style="list-style-type: none"> That living things – move, reproduce, grow, breathe (respire), excrete, gets nutrients Dead things were once alive (and no longer do the above). Some things have never been alive. Most UK animals live in habitats to which they are suited. That UK animals and plants depend on each other. How UK animals obtain their food. 	<ul style="list-style-type: none"> Compare differences between living, dead and never been alive. Describe how different UK habitats provide basic needs for UK animals. Use a simple food chain. Identify and classify different UK animals. Group and classify in different ways. 	<ul style="list-style-type: none"> What a fish, bird, reptile, mammal and amphibian is What a herbivore, carnivore, omnivore eats Labelling the parts of common animals The life-cycle of a chick
Vocabulary: Dead: Dead things were once alive and no longer move, reproduce, grow, breath (respire), excrete, get nutrients Excretion: getting rid of waste from the body. Food chain: a series of organisms each dependent on the next as a source of food Habitat: where an organism lives. Nutrients: a substance that provides nourishment. Reproduce: making a new generation – animals have babies, new plants grow from seeds. Respire: using oxygen to turn food into energy		Images: 

Summer 1 Science – animals

Knowledge <i>I know...</i>	Skills <i>I can...</i>	Links back to <i>I remember...</i>
<ul style="list-style-type: none"> Most animals live in habitats to which they are suited. Animals and plants depend on each other. How animals obtain their food. The food chain for at least one animal. What a micro-habitat is and which animals may live there. 	<ul style="list-style-type: none"> Describe how different habitats provide basic needs for animals around the world. Use a simple food chain. Identify and name different sources of food. Identify and classify different animals from around the world. Group and classify in different ways. Identify and name a variety of animals in micro-habitats. Use scientific vocabulary. Use different sources of information answer questions. 	<ul style="list-style-type: none"> How to compare differences between living, dead and never been alive. Some UK habitats and the animals that live in these. How UK animals obtain their food.
Vocabulary: Consumer: living thing that feeds on an animals or plant for energy. Food chain: a series of organisms each dependent on the next as a source of food. Habitat: where an organism lives. Micro-habitat: a habitat that is small. Predator: an animal that naturally preys on others. Prey: an animal that is hunted and killed by another for food. Producer: living things that creates energy.		Images:  

Summer 2 Science – materials and plants

Knowledge <i>I know...</i>	Skills <i>I can...</i>	Links back to <i>I remember...</i>
<ul style="list-style-type: none"> The names of materials The properties of materials e.g. fabric, metal, wood That materials are suitable or unsuitable for particular purposes That some materials are used for more than one thing e.g. metal used for can, spoon That different materials are used for the same thing e.g. a spoon (can be wooden, metal or plastic). The life-cycle of a plant (link to poetry) That plants need water, light and a suitable temperature to grow 	<ul style="list-style-type: none"> Name, describe and give some examples of different materials. Compare the suitability of a variety of everyday materials Choose a suitable material for a purpose e.g. a boat Talk about how a particular materials is suitable for its purpose Ask questions Plan simply what to do, what observations or measurements to take. Predict the outcome of an investigation. Use simple equipment to gather data. Use pictograms to display results, draw bar charts with help. I can describe how a bulb/seed grows into a plant. I can explain what plants need to grow. 	<ul style="list-style-type: none"> Objects are made from materials Investigating a suitable material for a postman's sack Planting bulbs The names of some plants
Vocabulary: Bulb: a plant bud that begins to grow underground. Life-cycle: the different stages of life for a living thing. Material: what something is made of Observe: to look closely Plant: a living thing which include flowers, trees and vegetables Pictogram: a chart that uses pictures to represent data. Predict: make a guess about what might happen.		Images: 