

Concept: Chemistry (Materials and State of Matter) – Y1/2

Topic: Materials

Previously, I have learnt ...

To choose equipment to help me follow my own enquiry of interest.

To explore separating materials eg using sieves

To explore mixing materials eg in the mud kitchen

To talk about found objects.



In Y1/2, I am learning...

To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

To explore how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

To describe the simple properties of a variety of everyday materials

To distinguish between an object and the material from which it is made



In the future, I will learn ...

To identify and group materials together, according to whether they are solids, liquids or gases.

To compare and group materials together, according to whether they are solids, liquids or gases.

To compare and group materials together, according to whether they are solids, liquids or gases, giving scientific reasons.

To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)

To identify the role of evaporation and condensation in the water cycle .

To find a relationship between the rate of evaporation and temperature.

To find a relationship between the rate of evaporation and temperature and suggest how the rate could be altered.

My Future

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- Weatherman
- Designer

Object  
 Hard  
 Strong  
 Soft

Rough  
 Smooth  
 Material



Shape  
 Squashing  
 Bending  
 Waterproof  
 Smooth

Twisting  
 Changes  
 Similarity  
 Rough  
 Hard/soft



Solid  
 Liquid  
 Gas  
 State  
 Melting

Boiling  
 Evaporation  
 Condensation  
 Degrees Celsius

Concept: Physics (Seasonal change and Earth and Space) – Y1/2

Topic: Seasonal Changes

Previously, I have learnt ...

- Some of the important processes and changes in the natural world around me.
- Some of the similarities and differences between the natural world around me and contrasting environments,
- To recognise the effect of changing seasons on the natural world around me.

In Y1/2, I am learning...

- To observe changes across the four seasons.
- To observe and describe the weather associated with the four seasons.
- To observe and describe how day length varies within seasons.

In the future, I will learn ...

- To identify the different parts of the solar system.
- To describe the movement of the Earth and other planets relative to the sun in the solar system.
- To describe the movement of the moon in relation to the Earth.
- To describe the sun, Earth and moon as approximately spherical bodies.
- To use the idea that Earth's rotation and movement in relation to the sun to explain the 'apparent' movement of the sun across the sky.

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|         |       |
|---------|-------|
| Weather | Sun   |
| Hot     | Rain  |
| Cold    | Snow  |
| Windy   | Storm |



|        |       |
|--------|-------|
| Winter | Day   |
| Spring | Night |
| Summer | Light |
| Autumn | Dark  |



|              |           |
|--------------|-----------|
| Earth        | Orbit     |
| Sun          | Rotation  |
| Moon         | Axis      |
| Planets      | Gravity   |
| Solar system | Spherical |



Concept: Biology (Plants) – Y1

Topic: Plants

Previously, I have learnt ...

To identify the difference between a plant and a tree.

What some parts of a flower are called.

To describe the key features of a life cycle of a plant.

To plant seeds and care for them.

In Y1/2, I am learning...

To identify and name a variety of common wild and garden plants and deciduous and evergreen trees.

To identify and describe the basic structure of a variety of common flowering plants, including trees.

To identify and name a variety of plants and animals in their habitats, including microhabitat

In the future, I will learn ...

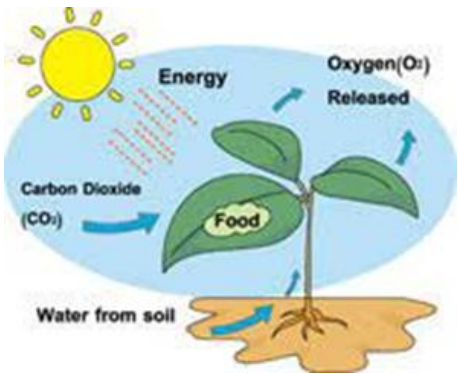
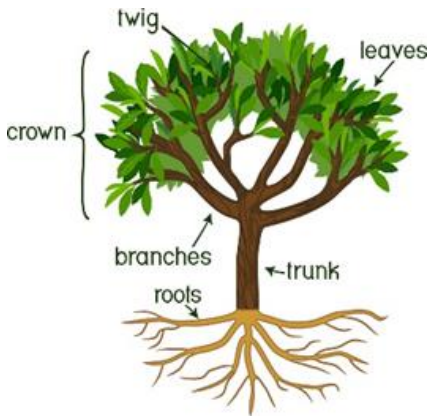
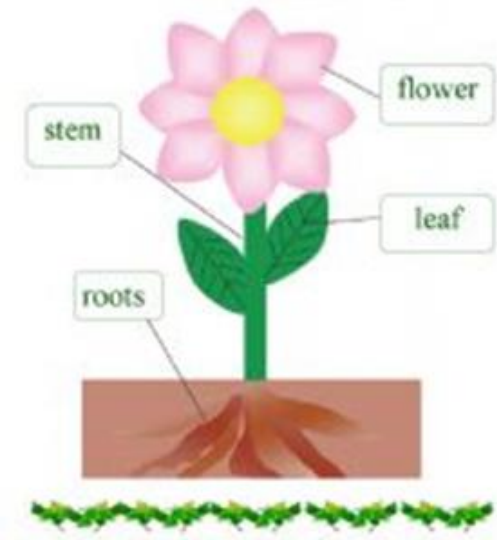
To identify and describe the basic structure of common flowering plants, including trees.

To observe and describe how seeds and bulbs grow into mature plants.

To describe how plants need water, light and a suitable temperature to grow and stay healthy.

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Plant  
 Tree  
 Growth  
 Sunlight  
 Petal



|                                |                                     |
|--------------------------------|-------------------------------------|
| Root<br>Stem<br>Leaf<br>Flower | Sunlight<br>Water<br>Soil<br>Growth |
|--------------------------------|-------------------------------------|



|  |  |
|--|--|
| Bulbs<br>Mature<br>Temperature<br>Germinate<br>Sun | Growth<br>Reproduce<br>Insects<br>Pollen |
|--|--|

Concept: Biology (Plants) – Y2

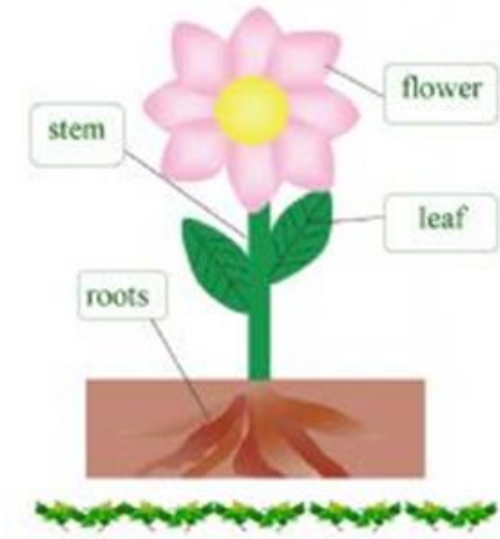
Topic: Plants

Previously, I have learnt ...

To identify and name a variety of common wild and garden plants and deciduous and evergreen trees.

To identify and describe the basic structure of a variety of common flowering plants, including trees.

To identify and name a variety of plants and animals in their habitats, including microhabitat

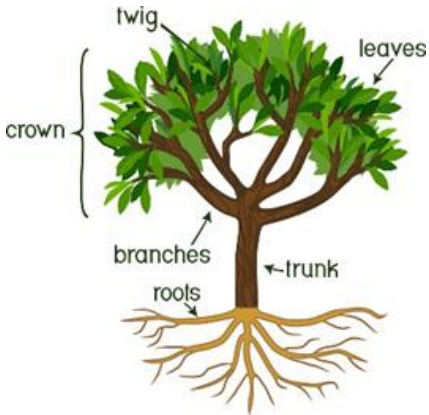


In Y1/2, I am learning...

To identify and describe the basic structure of common flowering plants, including trees.

To observe and describe how seeds and bulbs grow into mature plants.

To describe how plants need water, light and a suitable temperature to grow and stay healthy.



In the future, I will learn ...

To identify the different parts of flowering plants: roots, stem/trunk, leaves and flowers

To describe the functions of the different parts of flowering plants: roots, stem/trunk, leaves and flowers.

To describe how some plants have adapted these different parts for their functioning (e.g., ap roots, bulbs, cactus)

To can explore what a plant needs for life and growth (e.g. air, light, water, nutrients from soil, and room to grow).

To explain how this varies from plant to plant.

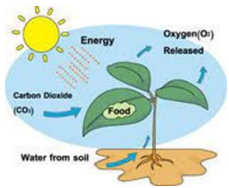
To investigate the way in which water is transported within plants (transpiration).

To identify the part that flowers play in the life cycle of flowering plants (including pollination, seed formation and seed dispersal).

To explain the part that flowers play in the life cycle of flowering plants and understand the importance of this.

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Root  
 Stem  
 Leaf  
 Flower

Sunlight  
 Water  
 Soil  
 Growth

Bulbs  
 Mature  
 Temperature  
 Germinate  
 Sun

Growth  
 Reproduce  
 Insects  
 Pollen

Veins  
 Surface  
 Edge  
 Nutrients

Seedling  
 Pollination  
 Seed formation  
 transpiration



**Concept: Biology (Living things and their habitats) – Y3/4**

Previously, I have learnt (in biology) ...

To identify the difference between a plant and a tree.

What some parts of a flower are called.

In Y1/2, I am learning...

To identify and name a variety of plants and animals in their habitats, including microhabitats.

To identify and name a variety of common animals that are carnivores, herbivores and omnivores.

To explore and compare differences between things that are living, dead and things that have never been alive.

To describe how animals obtain their food using the idea of a simple food chain



Animal  
Human  
Survive  
Plant



Animal  
Human  
Live  
Habitat  
Diet



Environment  
Danger  
Adaptation

Threat  
Classification  
Defences

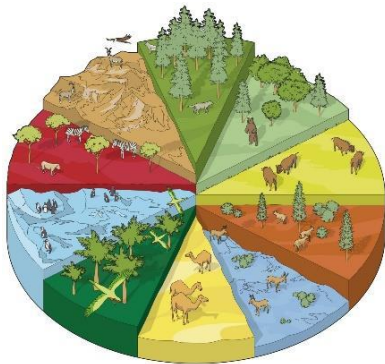
**Topic: Living things**

In the future, I will learn ...

That living things can be grouped in a variety of ways.

To use classification keys to help group, identify and name a variety of living things in my local and wider environment (particularly tress and invertebrates.

To recognise that environments can change and that this can sometimes pose dangers to living things (i.e. cutting down trees).



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Concept: Biology (Animals including humans) – Y1/2

Topic: Animals including humans

Previously, I have learnt ...

To describe some important processes and changes in the natural world around me: hibernation

To describe some similarities and differences between the natural world around me and contrasting environments



In Y1/2, I am learning...

To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).

To describe the basic needs of animals, including humans, for survival (water, food and air).

To describe the importance of exercise, for humans as well as eating the right amounts of different types of food and hygiene.

To identify which part of the body is associated with each sense.

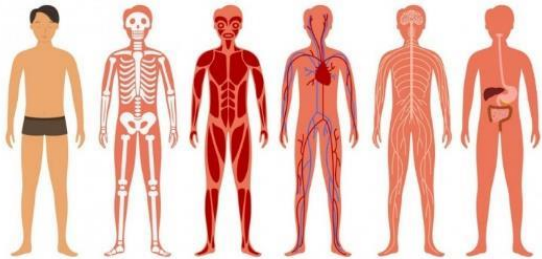
In the future, I will learn ...

To identify that animals, including humans, get nutrition from the foods they eat as they don't produce their own.

To identify different parts of the skeletal and muscular systems.

That humans and some animals have skeletons and muscles for support, protection and movement.

To evaluate the purpose of different features of the skeletal and muscular systems, explaining their importance.



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Animal  
 Human  
 Food  
 Water  
 Plants

Fish  
 Bird  
 Amphibians  
 Reptile  
 Bird  
 Mammal  
 Carnivore  
 Herbivore

Omnivore  
 Adult  
 Parent  
 Young  
 Offspring  
 Hygiene  
 Water  
 Food

Nutrition  
 Balanced diet  
 Bones  
 Muscles  
 Invertebrate

Skeleton  
 Contract  
 Relax  
 Spine  
 Vertebrate