

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Coverage Overview	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Properties</li> <li>- Suitability of materials</li> <li>- Changing materials investigation (bending, stretching, twisting, squashing).</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Inventor of waterproof material – <i>Charles Macintosh</i> (History link)</li> <li>- Waterproof materials investigation (floor book)</li> </ul>	<p><b>Living things and their habitats:</b></p> <ul style="list-style-type: none"> <li>- Animal classification (Year 1 recap)</li> <li>- Suitability of habitats: animals</li> <li>- Living and non-living</li> </ul>	<p><b>Living things and their habitats:</b></p> <ul style="list-style-type: none"> <li>- Food chain</li> </ul> <p><b>Animals:</b></p> <ul style="list-style-type: none"> <li>- Offspring</li> </ul>	<p><b>Animals - Humans:</b></p> <ul style="list-style-type: none"> <li>- Diet, hygiene and exercise</li> <li>- Human needs for survival (link to plant investigation)</li> </ul>	<p><b>Living things and their habitats:</b></p> <ul style="list-style-type: none"> <li>- Suitability of habitats: plants</li> </ul> <p><b>Plants:</b></p> <ul style="list-style-type: none"> <li>- Plant investigation (floor book – needs for survival)</li> </ul>
Core Knowledge and application.	<p><b>To build on prior knowledge and:</b></p> <p>know and can name a variety of materials.</p> <p>understand that materials have properties and can classify them.</p> <p>know the properties of materials and can use these to describe them.</p> <p>understand that materials are suitable for different objects and are used for different purposes.</p> <p>understand what a 'prediction' is.</p> <p>know how to carry out an investigation to find something out.</p> <p>understand that not all materials can be changed in the same way.</p> <p>know how to make predictions and give reasons for them.</p> <p>can carry out an investigation when modelled by a teacher.</p> <p>know how to record my findings in a table with support from a teacher.</p> <p>can say something I have found out in my investigation.</p>	<p><b>To build on prior knowledge and:</b></p> <p>know who Charles Macintosh is and what he invented.</p> <p>know how to make predictions using what I already know and give reasons.</p> <p>know how to carry out an investigation to find something out and I know what a 'fair test' is.</p> <p>know that I can use my findings to explain what I have find out.</p>	<p><b>To build on prior knowledge and:</b></p> <p>understand that animals are classified into groups depending on what they look like and what they eat. I can explain how I have grouped them.</p> <p>understand what a habitat is and can explain them.</p> <p>understand what a micro-habitat is and can explain it.</p> <p>understand that different animals are suited to certain habitats and can explain the reasons why.</p> <p>understand the difference between something that is living, dead or has never been alive and can classify them.</p>	<p><b>To build on prior knowledge and:</b></p> <p>know what a food chain is and explain what it is showing. (consumer, producer, predator).</p> <p>understand how food chains work.</p> <p>know what 'offspring' means.</p> <p>know that animals and humans have offspring which grow into adults and can match adults to young.</p>	<p><b>To build on prior knowledge and:</b></p> <p>know what humans need in order to survive.</p> <p>understand why humans need a healthy diet, to be hygienic and to exercise. I understand what a habitat is.</p> <p>know what a human needs for survival and what a plant needs for survival and can compare them.</p> <p>know what a 'healthy diet' means.</p> <p>know ways in which we can be hygienic.</p> <p>know why it is important to exercise.</p>	<p><b>To build on prior knowledge and:</b></p> <p>understand that different plants are suited to certain habitats</p> <p>classify plants into different habitats.</p> <p>know what most plants need in order to survive.</p> <p>Know how to make a sensible prediction, using what I already know and give a clear reason for my idea.</p> <p>know how to carry out an investigation to find something out and I understand how to make it a 'fair test'.</p> <p>know that I can use my findings to explain what I have find out and share them with the class.</p>

Critical Vocab	<p><b>materials:</b> (plastic, wood, fabric, rock, metal, stone)</p> <p><b>properties:</b> (hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent, solid, water resistant, durable, comfortable, rigid/flexible).</p> <p>suitable, suited, purposes, predict, investigate, record, findings, observe</p>	<p>Recap on Autumn 1 as necessary, plus:</p> <p>fair test, explain.</p>	<p>classify, group, sort, habitat, micro-habitat, suited, certain, living, dead, non-living, alive.</p> <p><b>animal classification:</b></p> <ul style="list-style-type: none"> <li>- herbivore, omnivore, carnivore</li> <li>- reptile, amphibian, mammal, bird, fish.</li> </ul>	<p>Recap on Spring 1 as necessary, plus:</p> <p>food chain, consumer, producer, predator, dependant, survive, obtain, habitat, offspring.</p>	<p>Recap on Spring and Summer 1 as necessary, plus:</p> <p>humans, diet, healthy, exercise, hygiene, hygienic, compare, similarities, differences</p>	<p>Recap on Spring as necessary, plus:</p> <p>plants, habitat, micro-habitat, suited, survive/survival, investigate, record, findings, observe, fair test, explain, observe, identify, prediction, reason</p>
Assessment focus						
Enrichment Opps	<p>Identifying materials suited to different objects inside school and outside in school grounds.</p> <p>Changing materials investigation.</p>	<p>Waterproof investigation.</p> <p>'Did you know' fact page about the investigation.</p>	<p>Identifying animal habitats in school grounds.</p> <p>Using Geography knowledge of different areas of the world – match animal to different habitats.</p> <p>PowerPoint (linked to computing) to show animals suited to different habitats.</p> <p>Identify living, non-living, dead in school grounds.</p>	<p>Ribbon food chain.</p> <p>Offspring matching.</p>	<p>'Healthy Me' poster</p>	<p>Identifying plant habitats in school grounds.</p> <p>Using Geography knowledge of different areas of the world – match plant to different habitats.</p>
Assessing Impact	<p>Booklet to show suitability of materials.</p>	<p>Investigation on waterproof materials – write up/floor book Investigation.</p> <p>True or false quiz on Charles Macintosh.</p>	<p>Written piece on different habitats – explanation as to why animals are suited (Non-fiction book – link to English)</p> <p>Animals and habitats quiz.</p> <p>Sort images/words into living, dead and never been alive.</p>	<p>To create a food chain using images. Children to verbally explain what is happening in their food chain and what the different parts are called.</p> <p>Match animal to offspring.</p>	<p>Poster – importance of healthy lifestyle.</p>	<p>Floor book – growth of a seed investigation.</p> <p>Individual discussion with children.</p>