

Subjects	Objectives	Key Knowledge	Key Vocabulary	Skills	Activities/ Tasks
Science Winter Y1	<b>Seasonal Changes</b> 1.17 Observe changes across the four seasons. 1.18 Observe and describe weather associated with the seasons and how day length varies.	<ul style="list-style-type: none"> <li>To name the four seasons.</li> <li>To know the characteristics for the season winter.</li> <li>To understand what happens to trees (evergreen and deciduous) during winter.</li> <li>To know that day light hours get shorter in the winter.</li> <li>To recognise that the weather gets colder in the winter.</li> <li>To recognise weather patterns associated with winter.</li> </ul>	spring summer autumn winter seasons weather daylight rainfall snow ice temperature freezing frost deciduous evergreen	<b>Asking Questions &amp; Planning Enquiries</b> <ul style="list-style-type: none"> <li>Ask people questions and use simple secondary sources to find answers.</li> </ul> <b>Concluding</b> <ul style="list-style-type: none"> <li>With guidance, they should begin to notice patterns and relationships</li> <li>Talk about what they have found out and how they found it out</li> </ul>	<ul style="list-style-type: none"> <li>Observational drawings of the trees in winter or using sticks to make collage trees.</li> <li>Complete signs of winter sheets where children have to spot signs of the seasons.</li> <li>Is a tree dead in the winter?</li> <li>Create a weather and daylight disc <a href="https://www.stem.org.uk/resources/elibrary/resource/35383/seasonal-changes#&amp;gid=undefined&amp;pid=1">https://www.stem.org.uk/resources/elibrary/resource/35383/seasonal-changes#&amp;gid=undefined&amp;pid=1</a></li> </ul>
Science Winter Y2	<b>Seasonal Changes</b> 1.17 Observe changes across the four seasons. 1.18 Observe and describe weather associated with the seasons and how day length varies.	<ul style="list-style-type: none"> <li>To name the four seasons.</li> <li>To know the characteristics for the season winter.</li> <li>To understand what happens to trees (evergreen and deciduous) during winter.</li> <li>To know that day light hours get shorter in the winter.</li> <li>To recognise that the weather gets colder in the winter.</li> <li>To recognise weather patterns associated with winter.</li> </ul>	spring summer autumn winter seasons weather daylight rainfall snow ice temperature freezing frost deciduous evergreen	<b>Asking Questions &amp; Planning Enquiries</b> <ul style="list-style-type: none"> <li>Ask people questions and use simple secondary sources to find answers.</li> </ul> <b>Concluding</b> <ul style="list-style-type: none"> <li>With guidance, they should begin to notice patterns and relationships</li> <li>Talk about what they have found out and how they found it out</li> </ul>	<ul style="list-style-type: none"> <li>Continue to photograph chosen tree for the time lapse.</li> <li>Sketch or paint chosen tree and compare to autumn.</li> <li>Complete signs of winter sheets where children have to spot signs of the season.</li> <li>If it snows, let children investigate and handle snow and ice and investigate their properties. Observe puddles freezing over, frost on spiders' webs etc.</li> </ul>

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Geography	1a. Name and locate the world's seven continents and oceans. 3a. identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	<b>Location</b> <ul style="list-style-type: none"> <li>To name and locate the world's seven continents on a map.</li> <li>To name and locate the world's five oceans on a map.</li> <li>To know which continent animals come from.</li> <li>To know where the Equator and North and South Poles are.</li> </ul> <b>Climate</b> <ul style="list-style-type: none"> <li>To know which parts of the Earth are hot and cold.</li> <li>To collect information about daily weather patterns.</li> <li>To understand what happens when a flood occurs.</li> <li>To understand what help is available when a town is flooded.</li> </ul> <b>Mapping</b> <ul style="list-style-type: none"> <li>To use an atlas/map to identify the continents and oceans.</li> </ul>	world continent ocean country sea land weather climate equator North Pole South Pole	<b>Using Maps</b> <ul style="list-style-type: none"> <li>Use an atlas to locate places.</li> </ul> <b>Style of Map</b> <ul style="list-style-type: none"> <li>Picture maps, globes and atlas.</li> </ul> <b>Science: Testing, Measuring and Recording</b> <ul style="list-style-type: none"> <li>Carry out simple tests.</li> <li>Observe closely using simple equipment with help; observe changes over time.</li> <li>Use simple measurements and equipment to gather data.</li> <li>Record simple data</li> </ul>	<ul style="list-style-type: none"> <li>Visit from the Environment Agency to talk about local flooding and the effect on the local area.</li> <li>Investigate rainfall and make a rain gauge.</li> <li>Be a meteorologist.</li> <li>Identify climatic zones on a world map. Explore what the weather is like in the zones.</li> <li>Walking water experiment.</li> <li>To locate the seven continents of the world.</li> </ul>
Science	<b>Animals, including humans</b> 1.9 Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. 1.10 Identify and name a variety of common animals	<ul style="list-style-type: none"> <li>To group animals by common characteristics.</li> <li>To know the features of the 6 main animal groups.</li> <li>To group animals by their diet using key vocabulary.</li> </ul>	mammal fish bird insects amphibian reptile omnivore	<b>Asking Questions &amp; Planning Enquiries</b> <ul style="list-style-type: none"> <li>Explore the world around them and raise their own simple questions.</li> <li>Experience different types of science enquires, including practical activities.</li> </ul>	<b>1.9</b> <ul style="list-style-type: none"> <li>Identify and name animal groups.</li> <li>Bring your toy animal to school – link to homework task where they have to research their 'toy' animal.</li> <li>Animal themed books: Creaturepedia &amp; Just Imagine (see Nicky Waller book).</li> <li>How big, how small? Make a wall chart and plot animal &amp; children's height.</li> </ul> <b>1.10</b>

	<p>that are carnivores, herbivores and omnivores.</p> <p>1.11 Describe and compare the structure of a variety of common animals.</p> <p>1.12 Identify, name, draw and label the basic parts of the human body and say which part is associated with each sense.</p> <p>2.7 Notice that animals, including humans, have offspring which grow into adults.</p> <p>2.8 Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p><b>Living things and their habitats</b></p> <p>2.1 Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>2.2 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.</p> <p>2.4 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.</p>	<ul style="list-style-type: none"> <li>• <b>To know how animal bodies are structured in different ways e.g. wings/tails</b></li> <li>• <b>To name and label the main parts of the human body.</b></li> <li>• <b>To know the 5 senses and which body part these are associated with.</b></li> <li>• <b>To understand the lifecycle of an animal. To know that animals, including humans, have offspring which grow into adults.</b></li> <li>• <b>To know what animals, including humans, need in order to survive.</b></li> </ul> <ul style="list-style-type: none"> <li>• <b>To understand that some things have never been alive and that some have died.</b></li> <li>• <b>To understand what a habitat is.</b></li> <li>• <b>To understand how animals are suited to their habitats.</b></li> <li>• <b>To create a simple food chain.</b></li> <li>• <b>To understand food chains start with a plant (producer).</b></li> </ul>	<p>carnivore  herbivore  diet  cold blooded  warm blooded  habitat  food chain  body parts  human  animal  senses  hear  smell  touch  sight  taste  lifecycle  survive  living  dead  never alive  offspring</p>	<ul style="list-style-type: none"> <li>• Begin to recognise different ways in which they might answer scientific questions.</li> <li>• Ask people questions and use simple secondary sources to find answers.</li> </ul> <p><b>Testing, Measuring and Recording</b></p> <ul style="list-style-type: none"> <li>• Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (identifying and classifying).</li> </ul>	<ul style="list-style-type: none"> <li>• Y2: Venn diagrams – carnivore/ omnivore/herbivore</li> <li>• Y1: sorting hoops - carnivore/ omnivore/herbivore</li> <li>• Animal boxes – feed the animals the right food.</li> <li>• Book: The Tiger who came to tea by Judith Kerr – what would you feed the real tiger? Link to food chains 2:4</li> </ul> <p><b>1.11</b></p> <ul style="list-style-type: none"> <li>• Sort animals by features and body parts – Sort it out</li> <li>• Identify animal by its body part – Whose body part?</li> <li>• Design our own animal (Thinking Skills)</li> </ul> <p><b>1.12</b></p> <ul style="list-style-type: none"> <li>• Large scale labelling of body parts and know which sense links to each body part.</li> <li>• Investigate the 5 senses – carousel of activities for each sense (blind tasting, blind smelling, sound walk, feely bag).</li> </ul> <p><b>2.7</b></p> <ul style="list-style-type: none"> <li>• Farm visit to learn about animal offspring.</li> <li>• Join in with FS if they have chick/ducklings.</li> <li>• Visit pond – tadpoles lifecycle</li> <li>• Ask parents to bring in babies – ask questions about care/ growth etc.</li> </ul> <p><b>2.8</b></p> <ul style="list-style-type: none"> <li>• Care of class pet/ insect</li> <li>• Know animals and humans' basic needs.</li> <li>• Quizzical questions – research questions such as 'Why do camels have humps?' Y2</li> </ul> <p><b>2.1</b></p> <ul style="list-style-type: none"> <li>• To compare themselves to a doll - what can they do that a doll can't? pg 43 Nicky Waller</li> <li>• Sort and group living, once living and non-living things.</li> <li>• Hunting and searching - go on a living, once living and no-living walk.</li> </ul> <p><b>2.2</b></p> <ul style="list-style-type: none"> <li>• Creating a bug hotel/ birdhouses for the children to observe animals in their own habitats.</li> <li>• Post Box problem pg 46 Nicky Waller.</li> <li>• Make a habitat in a box link to post box problem.</li> </ul> <p><b>2.4</b></p> <ul style="list-style-type: none"> <li>• Find it and eat it - children have a card and are either a plant, herbivore or carnivore and then have to make a food chain.</li> <li>• Food chain paper chain using research in ICT.</li> </ul>
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<p>Art and DT</p>	<p><b>Art</b>          1. To use a range of materials creatively to design and make products.          2. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.          3. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<ul style="list-style-type: none"> <li>• <b>To identify natural patterns in animal prints.</b></li> <li>• <b>To know the difference between natural and manmade patterns.</b></li> <li>• To know natural prints are not always regular.</li> <li>• <b>To know which colours to mix to create secondary colours.</b></li> <li>• To know that we can make patterns in malleable objects like clay.</li> </ul>	<p>pattern/ print          natural          manmade          clay          texture          primary colours          secondary colours          collage          regular          irregular          join          tools          shape          mould</p>	<p><b>Exploring/ Evaluating and developing ideas</b></p> <ul style="list-style-type: none"> <li>• Work from observations and known objects</li> <li>• Ask and answer questions about starting points for their work</li> <li>• Develop and share their ideas, try things out and make changes</li> <li>• Begin to think what materials best suit the task</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Use a variety of tools and techniques including the use of different brush sizes and types</li> <li>• Mix colours to match those of the natural world</li> <li>• Experience using colour on different scales – A3/ A2</li> </ul> <p><b>Form (Sculpture)</b></p> <ul style="list-style-type: none"> <li>• Use both hands and tools to build</li> <li>• Manipulate malleable materials in a variety of ways i.e. rolling, joining, kneading, twisting, pinching, scratching and add details and textures using tools</li> <li>• Make simple joins by manipulating modelling material or pasting carefully</li> <li>• Construct to represent personal ideas</li> <li>• Experiment with natural and man-made materials</li> <li>• Explore shape and form</li> <li>• Able to shape and form from direct observation</li> <li>• Use a range of decorative techniques: applied, impressed, painted, etc</li> <li>• Replicate patterns and textures in a 3D form</li> <li>• Explore sculpture with a range of malleable media work safely with materials and tools</li> <li>• Awareness of natural and man-made forms and environments</li> <li>• Expression of personal experiences and ideas in work</li> <li>• Begin to form own 3D pieces</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>• Awareness and discussion of patterns around them – pattern hunt</li> </ul>	<ul style="list-style-type: none"> <li>• To paint different animal prints looking closely at their patterns and colour.             <ul style="list-style-type: none"> <li>- To mix colours to match the animal prints.</li> <li>- Experiment painting on larger scales.</li> </ul> </li> <li>• To create a clay tile to replicate patterns and texture in 3D form.             <ul style="list-style-type: none"> <li>- To link to work from painting animal prints to showing animal prints in clay.</li> <li>- To use a range of tools to recreate the patterns.</li> <li>- Once hardened, to paint the clay tiles.</li> </ul> </li> <li>• To create a clay animal.             <ul style="list-style-type: none"> <li>- To start by using play-doh and plasticine to learn different techniques of manipulating the malleable materials.</li> <li>- To look at how simple joins can be made.</li> </ul> </li> <li>• To create an animal print collage.             <ul style="list-style-type: none"> <li>- To rip pieces of paper and overlap to create an animal print collage.</li> </ul> </li> <li>• To be aware of natural and manmade patterns.             <ul style="list-style-type: none"> <li>- To link patterns in animal prints to look at other natural and manmade patterns.</li> <li>- To understand what regular and irregular patterns means.</li> </ul> </li> <li>• To make a bird with moveable wings (lever). See attached pic.</li> </ul>
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	<p><b>DT</b>                  2a. Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).                  2b. Select from and use a wide range of materials and components including construction materials, textiles and ingredients according to their characteristics.                  4b. Explore and use mechanisms (for examples, levers and sliders) in their products.</p>	<ul style="list-style-type: none"> <li>• <b>To know that clay can be moulded and shaped to specific criteria.</b></li> <li>• <b>To know that we can use techniques to join clay and to make those joins stronger.</b></li> </ul>		<ul style="list-style-type: none"> <li>• Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning</li> <li>• Look at natural and manmade patterns and discuss</li> <li>• Discuss regular and irregular – what does it mean?</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• join materials/components together in different ways</li> <li>• measure, mark out, cut and shape materials and components, with support.</li> <li>• describe which tools I'm using and why</li> <li>• use finishing techniques to make product look good</li> <li>• work safely and hygienically</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• use joining, rolling or folding to make it stronger.</li> </ul> <p><b>Technical Knowledge (Mechanisms)</b></p> <ul style="list-style-type: none"> <li>• Use levers or sliders.</li> </ul>	
Writing	Refer to Writing Progression Sheets for relevant year group objectives.	See writing progression sheets.	See writing progression sheets.	See writing progression sheets.	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Recount of Christmas Day</li> <li>• Retell the story 'The Tiger who came to Tea'.</li> <li>• Retell the story 'Noah's Ark'.</li> <li>• Write a poem using the book 'You choose your dreams'. Use the page imagine if I was an animal... as a sentence starter for the poem.</li> <li>• To write an animal riddle.</li> <li>• To write a letter to the whale from the snail using the book 'The Snail and the Whale' by Julia Donaldson.</li> <li>• To write a character description of animals they have created during Thinking Skills task.</li> </ul> <p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>• Christmas recount</li> <li>• Share and act out the story of Noah's Ark</li> <li>• Sequence events and retell the story of Noah's Ark</li> <li>• Write our own versions of 'The Tiger Who Came to Tea' using different animals</li> <li>• Children receive a letter from the zoo saying their giraffe has escaped – children write back explaining where he is – use picture</li> <li>• Write a description of children's own invented animals</li> <li>• Write a descriptive poem about an animal of their choice.</li> </ul>

					<ul style="list-style-type: none"> <li>To write a postcard from one animal in one habitat to another animal in a contrasting habitat e.g. penguin to a tiger.</li> <li>To read the start of the story 'Lost and Found'. Children to write the middle and end of the story telling what they think happened.</li> <li>To write a set of instructions on looking after a pet. Can use book 'Lola &amp; Charlie: We can honestly look after a dog'.</li> <li>To write a story about Gerald the giraffe. Receive a letter from Noah who has lost Gerald and doesn't know how he ended up stuck in a building (picture prompt).</li> <li>To write questions to ask a new parent about looking after a baby.</li> <li>Write questions and answers to contribute to a quiz to finish off the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Animal not named and class listens to and guesses each animal</li> <li>Children write a letter as an animal to another living in contrasting habitats</li> <li>Write a fact file/report on a chosen animal – habitat, food, babies, dangers etc.</li> <li>Write a guide to caring for a pet</li> <li>Write questions and interview parent of a new baby.</li> <li>Write a guide to a new baby brother or sister for their older sibling</li> <li>Write a recount of a visit to the farm to look at new life.</li> </ul>
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Subjects	Objectives	Key Knowledge	Key Vocabulary	Skills	Activities/ Tasks
Science <b>Spring Y1</b>	<b>Seasonal Changes</b> 1.17 Observe changes across the four seasons. 1.18 Observe and describe weather associated with the seasons and how day length varies.	<ul style="list-style-type: none"> <li>To name the four seasons.</li> <li>To know the characteristics for the season spring.</li> <li>To know that daylight hours become longer in the spring.</li> <li>To know that the weather starts to get warmer.</li> <li>To know that plants start to grow in spring.</li> <li>To know that animals often produce offspring in the spring.</li> </ul>	spring seasons daylight weather warm growth offspring bulbs seeds	<b>Asking Questions &amp; Planning Enquiries</b> <ul style="list-style-type: none"> <li>Ask people questions and use simple secondary sources to find answers.</li> </ul> <b>Concluding</b> <ul style="list-style-type: none"> <li>With guidance, they should begin to notice patterns and relationships</li> <li>Talk about what they have found out and how they found it out</li> </ul>	<ul style="list-style-type: none"> <li>In spring, children could make a journey stick/spring time bracelet/nature picture frame and collect items of nature which link to spring.</li> <li>In spring discuss the clocks changing again and how the days are getting longer. Relate back to work done in the autumn.</li> <li>Complete signs of spring sheets where children have to spot signs of the season.</li> <li>Observe changes in the pond -frogspawn, tadpoles etc.</li> </ul>
Science <b>Spring Y2</b>	<b>Seasonal Changes</b> 1.17 Observe changes across the four seasons. 1.18 Observe and describe weather associated with the seasons and how day length varies.	<ul style="list-style-type: none"> <li>To recognise weather patterns associated with spring.</li> </ul>		<b>Asking Questions &amp; Planning Enquiries</b> <ul style="list-style-type: none"> <li>Ask people questions and use simple secondary sources to find answers.</li> <li>Use simple measurements and equipment (e.g. hand lenses, egg timers) to gather data</li> <li>Record simple data.</li> </ul> <b>Concluding</b> <ul style="list-style-type: none"> <li>With guidance, they should begin to notice patterns and relationships</li> </ul>	<ul style="list-style-type: none"> <li>Continue to photograph chosen tree for the time lapse.</li> <li>Sketch or paint chosen tree and compare to winter.</li> <li>Create a signs of spring display by collecting items and pictures which link to spring</li> <li>Measure wind speed. Time how long bubbles take to travel from one end of the playground to another. Can they race the bubbles to see if they can run faster than the wind?</li> <li>To make windsocks and link to geography objectives of compass directions.</li> </ul>

				<ul style="list-style-type: none"><li>• Talk about what they have found out and how they found it out</li></ul>	<ul style="list-style-type: none"><li>• Observe the bulbs that we planted and keep a record of their growth plus sketch the flowers that grow.</li></ul>
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