

Below outlines the learning focus for each term

Term	Learning Focus		Conceptual Development
	Knowledge	Skills	
Autumn 1	<p><b>Uses of everyday materials</b> 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</p> <p>To know that the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>To identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles)</p> <p>To know that different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass).</p> <p>To know the properties of materials makes them suitable or unsuitable for particular purposes</p> <p>To think about unusual and creative uses for everyday materials.</p> <p>To Find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam.</p>	<p>comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs)</p> <p>observing closely, identifying and classifying the uses of different materials, and recording their observations</p>	<p><b>Build upon:</b> Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent.</p> <p>To explore a wide range of materials e.g bricks, foil, elastic, paper, fabrics – <b>Year 1</b></p> <p><b>Prepare for:</b> To explore a variety of everyday materials and develop simple descriptions of the states of matter</p> <p>To compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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)</p> <p>To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic - <b>Year 4</b></p> <p>To compare and group together everyday materials on</p>

			the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets – <b>Year 5</b>
Autumn 2	<p><b>Living things and their Habitats</b> To explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>To identify that most living things live in habitats to which they are suited.</p> <p>To describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>To identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>To 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> <p>To be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy.</p> <p>To be introduced to the terms ‘habitat’ (a natural environment or home of a variety of plants and animals) and ‘micro-habitat’ (a very small habitat, for example for woodlice under stones, logs or leaf litter).</p> <p>To compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest.</p>	<p>sorting and classifying things according to whether they are living, dead or were never alive recording their findings using charts.</p> <p>describe how they decided where to place things, exploring questions for example: ‘Is a flame alive? Is a deciduous tree dead in winter?’ and talk about ways of answering their questions.</p> <p>construct a simple food chain that includes humans (e.g. grass, cow, human).</p> <p>Raise and answer questions about life processes &amp; habitats</p>	<p><b>Build upon:</b> Learning about minibeasts and looking for them in their habitats - EYFS</p> <p><b>Prepare for:</b> To recognise that living things (including those in the locality) can be grouped in a variety of ways</p> <p>To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment – <b>Year 4</b></p>

<p>Spring</p>	<p><b>Animals, including humans</b> To notice that animals, including humans, have offspring which grow into adults</p> <p>To be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans.</p> <p>To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>To be introduced to the processes of reproduction and growth in animals.</p> <p><i>The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</i></p>	<p>To be observing, through video or first-hand observation and measurement, how different animals, including humans, grow</p> <p>To asking questions about what things animals need for survival and what humans need to stay healthy</p> <p>suggesting ways to find answers to their questions.</p>	<p><b>Build upon:</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>To know how to take care of animals that are taken from the environment – <b>Year 1</b></p> <p><b>Prepare for:</b> <i>To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat – Year 3</i></p>
<p>Summer</p>	<p><b>Plants</b> To observe and describe how seeds and bulbs grow into mature plants</p> <p>To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>To use the local environment throughout the year to observe how different plants grow.</p> <p>To be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants.</p> <p><i>Seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them</i></p>	<p>Observe and record, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb,</p> <p>To observe similar plants at different stages of growth</p> <p>setting up a comparative test to show that plants need light and water</p>	<p><b>Build upon:</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>To observe and explore plants in the local environment.</p> <p>To observe changes in growth of flowers and vegetables they have planted – <b>Year 1</b></p> <p><b>Prepare for:</b> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p>

			<p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Know the relationship between structure and function: the idea that every part has a job to do.</p> <p><i>Note: Pupils can be introduced to the idea that plants can make their own food, but at this stage they do not need to understand how this happens – <b>Year 3</b></i></p>
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