

Class 2 Year 1/ 2 2022-2023	Term 1+2 Geography - Explorer Link Term	Term 3+4 Links to Florence Nightingale (nursing)	Term 5 Links to Dinosaur Dig	Term 6
Science Knowledge 	- distinguish between an object and the material from which it is made (1) - identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock (1) - describe the simple physical properties of a variety of everyday materials (1) - compare and group together a variety of everyday materials on the basis of their simple physical properties(1) - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (2) - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.(2)	- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.(1) - notice that animals, including humans, have offspring which grow into adults (2) - find out about and describe the basic needs of animals, including humans, for survival (water, food and air) (2) - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (2)	- explore and compare the differences between things that are living, dead, and things that have never been alive(2) - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)(1) - Identify and name a variety of common animals including fish, amphibians, reptiles , birds and mammals (1)	See ongoing work below and the opportunities to compare the changes which the children have observed and recorded over the year with regards to seasonal changes.
Working Scientifically Red= that area MUST be done linked to the subject knowledge aspect but the other areas can be chosen to suit investigations	- Ask their own simple questions about what they notice and recognising that they can be answered in different ways - Observing closely, using simple equipment - Performing simple tests - Identifying and classifying - Using their observations and ideas to suggest answers to questions - Gathering and recording data to help in answering questions	- Ask their own simple questions about what they notice and recognising that they can be answered in different ways - Observing closely, using simple equipment - Performing simple tests - Identifying and classifying - Using their observations and ideas to suggest answers to questions - Gathering and recording data to help in answering questions	- Ask their own simple questions about what they notice and recognising that they can be answered in different ways - Observing closely, using simple equipment - Performing simple tests - Identifying and classifying - Using their observations and ideas to suggest answers to questions - Gathering and recording data to help in answering questions	- Ask their own simple questions about what they notice and recognising that they can be answered in different ways - Observing closely, using simple equipment - Performing simple tests - Identifying and classifying - Using their observations and ideas to suggest answers to questions - Gathering and recording data to help in answering questions
WS Enquiry types Red= that enquiry type MUST be done linked to the subject knowledge aspect but the other enquiry types can be chosen to suit investigations	- observing changes over a period of time, - noticing patterns, - grouping and classifying things, - carrying out simple comparative tests, - and finding things out using secondary sources of information	- observing changes over a period of time, - noticing patterns, - grouping and classifying things, - carrying out simple comparative tests, - and finding things out using secondary sources of information	- observing changes over a period of time, - noticing patterns, - grouping and classifying things, - carrying out simple comparative tests, - and finding things out using secondary sources of information	- observing changes over a period of time, - noticing patterns, - grouping and classifying things, - carrying out simple comparative tests, - and finding things out using secondary sources of information 
WS ongoing	- Be curious and ask questions about what they notice /asking simple questions and recognising that they can be answered in different ways - Begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways.			

Ongoing At least 1 lesson every half term to look at similarities and differences in plants, trees , day length , weather etc.	Links to Outdoor Learning aspects • observe changes across the four seasons (1) • observe and describe weather associated with the seasons and how day length varies. (1) • Note : identify and name a variety of common wild and garden plants, including deciduous and evergreen trees – look at this element every term alongside the seasonal change aspects (1)
Working Scientifically Red= that area MUST be done linked to the subject knowledge aspect but the other areas can be chosen to suit investigations	• Ask their own simple questions about what they notice and recognising that they can be answered in different ways • Observing closely, using simple equipment • Performing simple tests • Identifying and classifying • Using their observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions
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