Cross Fell Science



Our learning journey this term

Our topics this Summer term in Science are

**Materials- exploring changes**

**Year 1**

* Recognise the difference between the name of an object and the material from which it is made.
* Identify a range of everyday materials including wood, plastic, glass, metal, water and rock.
* Describe the physical properties of everyday materials including hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not bendy, waterproof/ not waterproof, absorbent/ not absorbent, opaque/ transparent.
* Understand how to group everyday materials according to their physical properties.

**Year 2**

* Understand how everyday materials can be used for more than one thing.
* Understand how different everyday materials can be used for the same thing.
* Understand why the properties of materials make them suitable or unsuitable for particular purposes.
* Recognise that squashing, bending, twisting and stretching can change the shapes of solid objects made from some everyday materials.

**Living things and their habitats**

**Year 2**

* Recognise whether things are alive, dead or have never lived.
* Identify different plants and animals and recognize that they are suited to their different habitats, including micro-habitats.
* Recognise how different habitats provide for the basic needs of animals and plants.
* Understand that animals get their food from other animals and/or from plants.
* Recognise that a food chain is made of a series of plants and animals that eat each other and shows how energy is transferred from one organism to another via food.

Knowledge organisers

To support learning in both of these topics we are excited to share with you our knowledge organisers, which are included in this pack.

These documents help the children link their knowledge and skills to their previous learning, and allow them to know what they are expected to learn throughout a new topic.

Research around memory suggests that if knowledge is studied once and not revisited or revised, it is not stored in the long-term memory. This means that after one lesson, or revising for one test, the knowledge will not be retained unless it is studied again and again. It won’t be recalled unless it is revisited frequently, which will embed it in the long-term memory. This is often referred to as ‘Spiral Learning’ or ‘Retrieval Practice’.

Our new Knowledge Organisers are a go-to document for a half term unit of work. It identifies the key information that children need to have learned by the end of the unit. It also acts as a tool to support children in retaining and retrieving knowledge for life-long learning.

 We have developed our Knowledge Organisers to support the delivery of our curriculum and strengthen home school links so that parents/ carers know what the children will be learning and what the expectations are for each of our units of learning so that we can work in partnership to best support the children’s learning.

Each one includes key vocabulary, pictures or diagrams to support your child in their learning.

Please keep looking at this with your child and continue to encourage them to read and build upon the knowledge and skills that they are gaining in School.

We will also add these Knowledge Organisers to our Dojo page, please use these as a guide when talking to your children about their learning in class and when completing any science activities from the long-term homework task grid.

We hope that they will prove useful in sharing more about what we learn in school and continue to strengthen our home school partnership.

If you have any questions or queries please do not hesitate to get in touch via Dojo.

Cross Fell Team.