

**FS2 overview**

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| **Topic / area** | **Understanding of the world** | **Scientific Enquiry** | **Adults to provide** | **Future learning** | **Vocabulary** |
| Animals, excluding humans | Recognise some environments that are different to the one in which they live. | Classification  • Sort animals according to where they live  Researching using secondary sources  • Learn how animals from a different habitat are cared for.  • Learn about animals in a different habitat | Opportunities to learn about animals from a different habitat  • Sharing books about animals in the local area and animals in other countries e.g. jungle, polar regions, desert, ocean  • Looking at pictures of animals in different habitats  • Watching videos of animals in different habitats  • Playing games involving matching animals to their habitats  • Playing with small world animals in different habitats  • Visiting the zoo, focusing on animals that live in different habitats  • Caring for pets from a different habitat e.g. tropical fish  • Creating pictures of animals in their habitats  • Pretending to be animals  • Naming and describing animals they see in books, pictures, videos or while on a trip  • Describing different habitats | Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 – Animals, including humans)  • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 – Animals, including humans)  • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 – Animals, including humans) | Model and encourage children to use vocabulary such as:  • names of animals, live, on land, in water, jungle, desert, North Pole, South Pole, sea, hot, cold, wet, dry, snow, ice  Expose children to supplementary vocabulary such as:  • environment, polar regions, ocean, camouflage |
| Humans | Talk about members of their immediate family and community.  • Name and describe people who are familiar to them. | Classification  • Sort images of people according to their characteristics.  Researching using secondary sources  • Find out information from visitors (dentist, nurse etc.).  Pattern seeking  • Are taller children faster?  • Are taller children stronger? | Opportunities to describe people who are familiar to them  • Talking about themselves, friends, family and community using photographs  • Using mirrors to look at their faces  • Creating pictures or collages of themselves, friends, family and community  • Making hand and footprints using paint  • Making fingerprints using ink pads  Using a ‘magic’ mirror which shows everything about them and getting children to describe themselves and how they are special  • Sharing books about different types of families  Opportunities to learn about how to take care of themselves  • Demonstrating and talking about how they look after themselves  • Talking about other people that look after them  • Talking to a dentist, nurse, meal supervisor/school cook, road crossing supervisor etc.  • Sharing videos of people who care for us and how we look after ourselves | Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 – Animals, including humans) | Model and encourage children to use vocabulary such as:  • hair (black, brown, dark, light, blonde, ginger, grey, white, long, short, straight, curly), eyes (blue, brown, green, grey), skin (black, brown, white), big/tall, small/short, bigger/smaller, baby, toddler, child, adult, old person, old, young, brother, sister, mother, father, aunt, uncle, grandmother, grandfather, cousin, friend, family, boy, girl, man, woman  Expose children to supplementary vocabulary such as:  • bald, elderly, wrinkles, male, female, freckles |
| Living things and their habitats | Draw information from a simple map.  • Explore the natural world around them.  • Describe what they see, hear and feel whilst outside.  • Recognise some environments that are different to the one in which they live. | Classification  • Name and describe plants and animals they find in the school grounds.  Pattern seeking  • Look for minibeasts in different areas of the school grounds.  • Look for plants in different areas of the school grounds | Opportunities to explore the plants in the surrounding natural environment  • Taking photographs of the plants they find in the school grounds  • Observing closely and drawing the plants in the school grounds  • Finding plants in the school grounds to match with photographs of them  • Looking at aerial views to count the number of trees in the school grounds  • Using a map of the school grounds, with pictures of where specific plants can be found, to find those plants  • Creating a map to show how to find their favourite plants in the school grounds  Opportunities to explore the animals in the surrounding natural environment  • Finding minibeasts in the school grounds  • Taking photographs of the minibeasts they find in the school grounds  Matching the minibeasts they find to pictures that identify them  • Observing the minibeasts closely, using a magnifying glass or app on a tablet  • Drawing pictures of the minibeasts  • Creating a map to show where they found each type of minibeast  • Sharing books about minibeasts  • Playing with small world minibeasts  • Building minibeast homes  Opportunities to explore plants and animals in a contrasting natural environment  • Visiting a contrasting natural environment e.g. forest, beach, etc.  • Finding and taking photographs of plants and animals in the contrasting natural environment  • Sharing non-fiction and fiction books about the contrasting natural environment visited | Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 – Plants)  • Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 – Plants)  • Explore and compare the differences between things that are living, dead, and things that have never been alive. (Y2 – Living things in their habitat)  • Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 – Living things in their habitat) | Model and encourage children to use vocabulary such as:  • plant, tree, bush, flower, vegetable, herb, weed, animal, names of plants and animals they see, name of a contrasting environment e.g. beach, forest  Expose children to supplementary vocabulary such as:  • environment |
| Seasonal Changes | Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them. | Classification  • Which clothes are suitable for each season?  Observing over time  • How does a puddle change over time?  • How does a snowman change as it melts?  • How does the natural world change with the seasons?  Researching using secondary sources  • Find out about how animals behave in different seasons.  • Find out about the weather and seasons. | weather  • Playing in the rain and snow  • Drawing around puddles  • Catching rain and hail in buckets  • Catching snowflakes on frozen black paper and looking at them with magnifying glasses or an app on a tablet  • Making icicles  • Using scarves or pinwheels to explore the strength and direction of the wind  • Looking at photographs of different seasons and types of weather  • Sharing books about different seasons and types of weather  Opportunities to observe living things throughout the year  • Sharing books about the seasons  • Going on seasonal walks to observe key features of the seasons  • Making artwork with seasonal found objects  • Visiting a canal or pond to look for birds and their young in spring  • Visiting a farm to see the young animals in the spring  Finding minibeasts in the school grounds at different times in the year  • Taking photographs of the minibeasts they find in the school grounds at different times in the year  • Looking for birds and other animals throughout the year using binoculars  • Sharing books and videos about animals that migrate or hibernate over winter, gather food in autumn, build nests and lay eggs in spring etc.  • Taking photographs of the plants they find in the school grounds at different times in the year  • Observing closely and drawing the plants in the school grounds at different times in the year  • Matching animals and plants they find to pictures that identify them | Observe changes across the four seasons. (Y1 – Seasonal changes)  • Observe and describe weather associated with the seasons and how day length varies. (Y1 – Seasonal changes) | Model and encourage children to use vocabulary such as:  • spring, summer, autumn, winter, seasons, sunny, cloudy, hot, warm, cold, shower, raining, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbow, animals, young, plants, flowers  Expose children to supplementary vocabulary such as:  • hibernate, migrate, snowflake |
| Materials, including changing materials | Explore the natural world around them. • Describe what they see, hear and feel whilst outside. | Comparative testing  • How does popcorn made in a microwave compare to popcorn made on a fire?  • How quickly do ice cubes melt in different areas of the playground?  • How are pizza bases different when made with different flours?  • How does a loaf cook differently in different tins?  • How do cupcakes cook if they have different amounts of mixture?  Observing over time  • How does the block of ice change over time?  • How does a snowman change over time?  • How does cake mixture/bread dough change as it is cooked? | Opportunities to explore a range of materials in a sensory way, including natural materials  • Looking for dew, ice, icicles and frost in the playground  • Using their senses to explore natural materials in the environment, such as stones, twigs, leaves, feathers, seeds, flowers etc.  • Gathering natural materials to make collections  Opportunities to make objects from different materials, including natural materials  • Making pictures using natural materials they have gathered from the environment  • Making dens, nests, bug hotels etc. using natural materials  • Making ice pictures by putting water in a shallow tray and adding natural objects gathered from the environment and then leaving them outside to freeze or putting them in the freezer  Making junk models with a range of materials, including natural materials they have gathered from the environment  Opportunities to compare how materials change  • Making popcorn in a microwave and on a fire  • Making pizza dough with different flours  • Baking bread in different tins or for different times to compare the outcome  • Baking cupcakes and removing one after every five minutes  • Choosing where to put ice cubes in the playground and observing how quickly they melt  • Observing how a large block of ice changes over time, using string to measure around it  • Putting wax crayons in different areas of the playground and observing how they change  • Making a snowman and observing how it changes over time  • Making snowballs and putting them in different parts of the playground and observing how they change over time | Distinguish between an object and the material from which it is made. (Y1 – Everyday materials)  • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Y1 – Everyday materials)  • Describe the simple physical properties of a variety of everyday materials. (Y1 – Everyday materials)  • Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1 – Everyday materials) | Model and encourage children to use vocabulary such as:  • ice, water, frozen, icicle, snow, melt, wet, cold, slippery, smooth, big, bigger, biggest, smaller, smaller, smallest, hard, soft, bendy, rigid, wood, plastic, paper, card, metal, strong, weak, hot, apply heat, waterproof, soggy, not waterproof, best, change, change back  Expose children to supplementary vocabulary such as:  • solid, liquid, gas, most suited |
| Light | Describe what they see, hear and feel whilst outside. | Comparative testing  • Compare the shape of shadows made by different objects.  Classification  • Which objects/materials make dark shadows?  Observing over time  • How do the Sun and shade change during the day?  • How does a toy’s shadow change during the day?  Researching using secondary sources  • Find out about shadows.  • Find out about rainbows. | Opportunities to explore shadows  • Looking for shadows created by the Sun on cloudy and non-cloudy days  • Drawing around shadows and comparing their shape and size  • Making shadows using their bodies, both outside using the Sun and inside using torches  • Making shadows using transparent and opaque objects/materials  • Putting hands in a beam of light and making shadow shapes  • Making shadows using shadow puppets or other objects  • Observing a toy outside and noticing how the shadow changes during the day  • Observing what areas are sunny and shady at different times in the day  • Sharing books about shadows  Opportunities to explore rainbows  • Making rainbows from sunlight e.g. bubbles, water sprinkler, holographic paper, CDs etc.  • Sharing books about rainbows | Recognise that they need light in order to see things and that dark is the absence of light. (Y3 – Light)  • Notice that light is reflected from surfaces. (Y3 – Light)  • Recognise that light from the Sun can be dangerous and that there are ways to protect their eyes. (Y3 – Light)  • Recognise that shadows are formed when the light from a light source is blocked by an opaque object. (Y3 – Light)  • Find patterns in the way that the size of shadows change. (Y3 – Light | Model and encourage children to use vocabulary such as:  • Sun, sunny, light, shadow, shady, clouds, torch, see-through, non-see-through, source, light source  Expose children to supplementary vocabulary such as:  • casting a shadow, pale, dark, transparent, opaque |
| Forces | Explore the natural world around them. • Describe what they see, hear and feel whilst outside. | Comparative testing  • How many cubes/small plastic animals can fit in different ‘boats’?  • Compare how cars move down ramps/gutters.  • Compare how wheels turn when sand or water is poured through.  • Compare how objects fall.  • Compare how objects fall with and without parachutes.  • Compare how different balls bounce.  • Compare how things move when blown.  • Compare how a marble moves through different liquids.  • Compare how different paper aeroplanes fly. | Opportunities to explore how to change how things work  • Adapting objects to see if they can be made to float or sink e.g. cutting and peeling fruit and vegetables, reshaping plasticene etc.  • Testing how many small objects different foil containers can hold before sinking  • Testing how toy cars move down ramps and gutters  • Testing how wheels turn when sand or water is poured through them  • Testing how objects fall with and without a parachute attached  Testing how different balls bounce  • Making and testing paper aeroplanes  • Designing different marble runs or routes for water/sand to travel down gutters or pipes  Opportunities to explore how objects move in air  • Identifying objects being blown around outdoors  • Observing how different objects fall e.g. scarves, feathers  • Observing how toys/objects move in the wind e.g. streamers, balloons, pinwheels, bubbles etc.  • Comparing the movements of a ball and a balloon when bouncing or throwing and catching  Opportunities to explore how objects move in water  • Exploring how a marble moves through different liquids in sealed bottles  • Observing how sailing boats move through water | Compare how things move on different surfaces. (Y3 – Forces and magnets)  • Observe how magnets attract or repel each other and attract some materials and not others. (Y3 – Forces and magnets)  • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. (Y3 – Forces and magnets)  • Describe magnets as having two poles. (Y3 – Forces and magnets)  • Predict whether two magnets will attract or repel each other, depending on which poles are facing. (Y3 – Forces and magnets)  • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. (Y5 – Forces)  • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. (Y5 – Forces) | Model and encourage children to use vocabulary such as:  • float, sink, up, down, top, bottom, surface, move, roll, drop, fly, turn, spin, fall, fast, slow, faster, slower, fastest, slowest, further, furthest, wind, air, water, blow, bounce  Expose children to supplementary vocabulary such as:  • force, rotate, solid, liquid, gravityModel and encourage children to use vocabulary such as:  • sound, noise, listen, hear, music, voices, bird song, traffic, sirens, thunder, high, low, loud, quiet, soft, volume, crackle, thunder, hum, buzz, roar  Expose children to supplementary vocabulary such as:  • source, crescendo, vibration, pitch |
| Sound | Describe what they see, hear and feel whilst outside. | Observing over time  • Listen to the siren of an emergency vehicle as it approaches and moves away.  Comparative testing  • How does rain sound different when it lands in different containers? | Opportunities to listen to sounds outside and identify the source  • Going on a sound walk  • Closing eyes and listening to the sounds around them when outside  • Listening to rain, wind, thunder  • Recording sounds when outside  • Playing sound identification games  • Catching rain in metal buckets or saucepans  Opportunities to make sounds  Making noise by blowing on a blade of grass  • Making wind chimes  • Using voices, instruments and other objects to mimic sounds they hear outdoors | Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 – Animals, including humans)  • Identify how sounds are made, associating some of them with something vibrating. (Y4 – Sound)  • Recognise that vibrations from sounds travel through a medium to the ear. (Y4 – Sound)  • Find patterns between the pitch of a sound and features of the object that produced it. (Y4 – Sound)  • Find patterns between the volume of a sound and the strength of the vibrations that produced it. (Y4 – Sound)  • Recognise that sounds get fainter as the distance from the sound source increases. (Y4 – Sound) |  |
| Earth and space | Explore the natural world around them.  • Describe what they see, hear and feel whilst outside. | Comparative testing  • Make and testing air-propelled rockets to find out which is the ‘best’.  Pattern seeking  • Find simple patterns in how light levels and temperature change with the movement, or obscuring of, the Sun.  Research using secondary sources  • Find out about the Solar System, stars and space travel.  • Find out about nocturnal animals. | Opportunities to learn about the Earth, Sun, Moon, planets and stars  • Observing that the Sun appears to move across the sky  • Observing that it is warmer and brighter when the Sun is shining than when it is behind the clouds  • Observing that they can see the Moon at night and sometimes in the day  • Observing that they can only see the stars at night  • Making model planets e.g. with papier-mâché or Modroc and balloons  • Modelling a cratered moon landscape with papier-mâché or Modroc  • Observing distant objects, including the Moon, with binoculars or a small telescope  • Sharing books and video clips about the Earth, Sun, Moon, planets and stars  • Talking about what happens and what they can see and hear in the daytime and at night  Sorting small world animals into those that are active in the daytime and those that are active at night  Opportunities to learn about space travel  • Joining materials to make model rockets, Moon buggies/Mars rovers and space stations  • Making and testing simple air-propelled card or plastic bottle rockets  • Sharing books and video clips about space exploration including video clips of astronauts walking on the Moon and floating in the space station | Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. (Y5 – Earth and space)  • Describe the movement of the Moon relative to the Earth. (Y5 – Earth and space)  • Describe the Sun, Earth and Moon as approximately spherical bodies. (Y5 – Earth and space)  • Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the Sun across the sky. (Y5 – Earth and space) | Model and encourage children to use vocabulary such as:  • Sun, Moon, Earth, star, planet, sky, day, night, space, round, bounce, float  Expose children to supplementary vocabulary such as:  • sunrise, sunset, astronaut, astronomer, constellation, orbit, nocturnal, slow-motion, magnify |
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