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| **Science** | | |
| **Unit Overview** | Life Cycles and Living things | |
| **Prior Learning/ Links** | * Describe objects and materials using simple language.   Group different objects and materials according to specific properties. | |
| **Unit Title:** | **Substantive Knowledge-specifics** | **Disciplinary Knowledge broader skills** |
| **Key Questions:**  **How can we care for the living things around us?**  **Can you tell me about how a caterpillar turns into a butterfly?** | * Recognise similarities and differences between different plant and animals. Including chicks, butterflies and dinosaurs * Observe living things carefully. * To show care and concern for living things by caring for chicks, butterflies. * To make observations of animals and explain why some things occur * To make observations of changes in chicks, butterflies and dinosaurs * What was it like when the dinosaurs lived and how had they adapted to the environment? | Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG)  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (ELG) Understand some important processes and changes in the natural world around them (ELG)  Children begin to predict and conduct fair tests.  They begin to look at make simple conclusions.  They classify objects according to a criteria  Recognise some environments that are different to the one in which they live (ELG) |
| **Vocabulary** | **Trips/ Visits/Useful Websites/ Resources** | **Key Misconceptions:** |
| **Substantive:**  Eggs, life cycle, growth, birth, chicks, chrysalis, cocoon, metamorphisis Leaf, Flower, Stem  Root, Hatching chicks,  Living Eggs, butterflies  Carnivore, Herbivore Dinosaur, Extinct, Fossil, Archaeology,Palaeontologist,  Carnivore,herbivore,omnivore  asteroid  **Disciplinary:**  Fair test  Conclusion  Predict/hypothesise  Observe  Monitor | * Observing eggs as they hatch into chicks * Zoo to you school zoo service * Growing caterpillar lava [www.insectlore.co.uk](http://www.insectlore.co.uk) | * That plants are not a living thing * Caterpillars and butterlies are different animals |
| **Unit Overview** | **Materials and how they change- link with DT** | |
| **Unit Title:** | **Substantive Knowledge** | **Disciplinary Knowledge** |
| **Key Questions:**  **What materials do you think are strong?**  **What materials would be good for making a house?** | * Understand some important processes and changes in the natural world around them, including changing states of matter (ELG) * Look at materials for a purpose and how to build a house for a little pig. * Testing materials for purpose looking at absorbancy. | • Talk about why things happen: what happens to playdough when it is squeezed? What happens to paint when you add sand etc…  • Describe objects and materials using simple language.  • Group different objects and materials according to specific properties.   * Children begin to predict and conduct fair tests. * They begin to look at make simple conclusions. * They classify objects according to a criteria * Describe what they see, hear and feel while they are outside. |
| **Vocabulary** | **Trips/ Visits/Useful Websites/ Resources** | **Key Misconceptions:** |
| **Substantive:**  Hard, sopft, rough, smooth, waterproof, absorbant, bendy, flexible,rigid, bendy, dull, elastic, fabrics foil, glass, man – made metal, natural, plastic, rock  shiny, stiff, stretchy, Wood, water proof  **Disciplinary:**  Sort  Predict  Fair test | Fairytale links-3 little pigs building houses. | Objects are materials and vica versa.  Absorbancy and waterproof are the same thing. |
| **Science** |  | |
| **Unit Overview** | Keeping Healthy- link with RE /DT . Children learn all abuot how we keep our bodies healthy through eating a good diet, exercising, sleeping and talk to each other about worries. | |
| **Prior Learning/ Links** | Children will have recognised differences between their bodies at home and will have been exposed to a range of foods. | |
| **Unit Title:** | **Substantive Knowledge-specifics** | **Disciplinary Knowledge broader skills** |
| **Key Questions:**  What do I need to stay healthy?  What is healthy food?  Why are my teeth important and how to do I look after them?  Why is it important to care for each other? | * Recognise similarities and differences between themselves and others. * Recognise changes over time, what I can do now and what I could do when I was little, what will I be able to do when I am older? * List the key parts of a human body. * Describe how to keep healthy and stay clean. * Show care and conerns for themselves and their peers. * Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (ELG). * Recognise the importance of oral hygiene and how food choices impact this. Learn how and when to brush teeth. | Explore the natural world around them, making observations and drawing pictures (ELG)  Understand some important processes and changes in the natural world around them (ELG)  Begin to make healthy choices  They classify objects according to a criteria eg healthy unhealthy  Describe what they see, hear and feel while they are outside.  Children are able to dress and undress indepdnently for PE  Children are able to use the toilet independently. |
| **Vocabulary** | **Trips/ Visits/Useful Websites/ Resources** | **Key Misconceptions:** |
| **Substantive:**  **Healthy, unhealthy, Nutrients,Sugar, fat, decay,rot, toothbrush, brushing, cleaning, washing**  **Disciplinary:**  Observe  Notice | * BBC bitesize keeping healthy * ICT games sorting healthy and unhealthy foods. |  | * That plants are not a living thing * Caterpillars and butterlies are different animals |