

Topic		Lesson Focus	Key Knowledge	Vocabulary
Living things and their habitats	1	Difference between living, dead and never lived	To know that living things are plants and animals. To know that dead things include dead animals, plants and parts of plants and animals that are no longer attached. To know that objects made of rock, metal and plastic have never been alive.	Living, dead, never been alive, basic needs, shelter, move, feed,
	2	Understand a habitat and a micro-habitat	To know that a habitat is a place where an animal or plant lives and provides their basic needs – shelter, food and water. To know that a micro-habitat is a very small habitat i.e. a log that woodlice live under. To know that ladybirds live in a microhabitat (shrubs and trees). To know that a caterpillar lives in a microhabitat (in a leaf litter) because they need leaves to eat. To know that woodlice live in a microhabitat (under stones). To know that worms live in a microhabitat (under logs). To know that worms prefer dark, damp places.	suited, suitable, , names of local habitats e.g. pond, woodland etc., names of micro-habitats e.g. under logs, in bushes etc.
	3	To explore the ocean as a habitat	Identify that crabs live on seashores. To know that seashores are suitable habitats because crabs are omnivores and eat seaweed as well as fish, other crabs, worms, squid and starfish. To know that rocky crevices near tiepools conceal crabs from predators. Identify that stingrays live in oceans. To know that the ocean is a suitable habitat because stingrays survive in salt water and can camofloauge on the ocean floor. Identify that goldfish live in ponds because they need water to survive. To know that goldfish can breathe in water. To know that ponds are suitable habitats because goldfish can dig up plants to eat such as lotuses, lillies, reeds, rushes and floating plants. To know that the rainforest is a suitable habitat because spider monkeys find food high up in the treetops.	suited, suitable, names of local habitats e.g. pond, woodland etc., names of micro-habitats e.g. under logs, in bushes etc.
	4	To explore a wood as a habitat	Identify that hedgehogs make a nest in leaves in the woods. To know that woodlands are a suitable habitat for hedgehogs because of the availability of leaves. To know that woodlands are suitable habitats because they provide food, protection from predators and corridors to move along.	suited, suitable, names of local habitats e.g. pond, woodland etc., names of micro-habitats e.g. under logs, in bushes etc.
	5	Understand and explain food chains	To know a food chain shows how animals get their food from plants and other animals. To know that stingrays are carnivores and eat worms, clams, oysters, snails and shrimps. Identify that spider monkeys live in the rainforest. To know that spider monkeys are omnivores and eat leaves, flowers, ariel roots, bark, decaying wood and honey as well as insects, insect larvae and birds eggs. To know that the arrows on a food chain points from the thing being eaten to the thing eating. To know the simple food chains: grass -> grasshopper -> spider/ leaf-> snail -> bird	food, food chain,
	6	Investigate habitats	Can give key features that mean the animal or plant is suited to its micro-habitat	

	7	Investigate habitats	Can explain in simple terms why an animal or plant is suited to a habitat e.g. the caterpillar cannot live under the soil like a worm as it needs fresh leaves to eat; the seaweed we found on the beach cannot live in our pond because it is not salty	
Materials	1	Name common materials	Identify that wood is opaque, hard and strong and it can be suitable for making tables. Identify that metal is shiny, smooth and reflective and can be suitable for making cutlery. Identify that plastic is waterproof, bendy and translucent and can be suitable for making water bottles. Identify that brick is hard, rough and dull and can be suitable for building walls. Identify that rock is strong, hard and rigid and can be suitable for making fireplaces. Identify that paper tears easily, is translucent and is flexible and can be suitable for making books. Identify that cardboard is dull, non-reflective and opaque and can be suitable for making boxes. Identify that fabric is flexible, soft and absorbent and can be suitable for making clothes.	Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see through, not see through
	2	Describe properties of common materials	Identify that wood is opaque, hard and strong and it can be suitable for making tables. Identify that metal is shiny, smooth and reflective and can be suitable for making cutlery. Identify that plastic is waterproof, bendy and translucent and can be suitable for making water bottles. Identify that brick is hard, rough and dull and can be suitable for building walls. Identify that rock is strong, hard and rigid and can be suitable for making fireplaces. Identify that paper tears easily, is translucent and is flexible and can be suitable for making books. Identify that cardboard is dull, non-reflective and opaque and can be suitable for making boxes. Identify that fabric is flexible, soft and absorbent and can be suitable for making clothes.	opaque, transparent and translucent, reflective, non-reflective, flexible, rigid
	3	Sort common materials	Can sort materials using a range of properties Can explain using the key properties why a material is suitable or not suitable for a purpose	opaque, transparent and translucent, reflective, non-reflective, flexible, rigid
	4	Understand that materials can change	To know that the shape of clay can change by squashing. To know that the shape of foil can be changed by bending. To know that the shape of plastic can be changed by twisting. To know that the shape of a balloon can be changed by stretching.	Shape, push/pushing, pull/pulling, twist/twisting, squash/squashing. Bend/bending, stretch/stretching
	5	Investigate materials	Can begin to choose an appropriate method for testing a material for a particular property Can use their test evidence to select appropriate material for a purpose e.g. Which material is the best for a rain hat?	
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Living things and their habitats	1	Difference between living, dead and never lived	To know that living things are plants and animals. To know that dead things include dead animals, plants and parts of plants and animals that are no longer attached. To know that objects made of rock, metal and plastic have never been alive.	Living, dead, never been alive,
	2	Sort based on living or dead	Can sort into living, dead and never lived	shelter, move, feed, Living, dead, never been alive,
	3	Understand food chains	To know a food chain shows how animals get their food from plants and other animals. To know that stingrays are carnivores and eat worms, clams, oysters, snails and shrimps. Identify that spider monkeys live in the rainforest. To know that spider monkeys are omnivores and eat leaves, flowers, ariel roots, bark, decaying wood and honey as well as insects, insect larvae and birds eggs. To know that the arrows on a food chain points from the thing being eaten to the thing eating. To know the simple food chains: grass -> grasshopper -> spider/ leaf-> snail -> bird	food, food chain,
	4	Understand and explain food chains	Using a food chain can explain what animals eat	food, food chain,
Animals including humans	1	Understand different stages of life	To know that a lamb grows into a sheep To know that a baby grows into a toddler, into a child, into a teenager and then into an adult To know that an egg grows into a chicken To know that the young of some animals do not look like their parents	Offspring, reproduction, growth, child, young/old stages, ,
	2	Understand the life cycle of some animals	To know that spawn grows into a tadpole and then into a frog. To know eggs hatch into a caterpillar then a pupa and then a butterfly.	examples - chick/hen, baby/child/adult, caterpillar/butterfly
	3	Explore the basic needs of a human	To know that the basic needs of animals. Including human are food to eat, water to drink, air to breathe and shelter for warmth. To know that to grow into healthy adults animals, including humans also need: good hygiene, exercise and the right amount and types of food.	
	4	Understand good hygiene	To know that good hygiene includes washing our hands and our bodies and brushing our hair and our teeth.	hygiene, germs, disease
	5	Explore what happens when we exercise	To know that exercise includes activities that increase our heart rate or strengthen our muscles.	, exercise, heartbeat, breathing

	6	Understand a healthy diet	To know that the amount and types of food include: 1. a large portion of fruit and vegetables (7 units), 2. A large portion of bread, rice, potatoes or pasta (starchy foods), 3. A portion of milk and dairy produce. 4. A portion of meat, fish, eggs and beans. 5. A small amount of fats and oils.	food types (examples – meat, fish, vegetables, bread, rice, pasta)
Plants	1	Name the parts of a plant	To know that a seedling is a young plant that has grown from a seed. To know that a bud is a growth on a plant that develops into a stem, leaf or shoot. To know that a seed is a part of the plant that grows into a new plant. To know that a flower is the part of the plant which is often brightly coloured and grows at the end of a stem.	Seed, seedling, bud, plant
	2	Explore bulbs	To know that a bulb is a root shaped like an onion that grows into a new plant. To know that a root is the part of the plant that grows underground.	Bulb, root
	3	Understand germination	To know that plants can grow from seeds or bulbs. To know that seeds and bulbs germinate and grow into seedlings. Seedlings then grown into mature plants. To know that germinate means that a seed begins to grow its shoots. Seeds need warmth and water to germinate.	Germinate, mature plants, shoots
	4	Explore plants with fruits	To know that a fruit is the fleshy part of the plant that contains seeds or a stone. To know that a berry is a small, juicy fruit without a stone.	Berry, fruit
	5	Draw a flowering plant	Can draw and label a diagram of their created flowering plant to show its parts, their role and the method of pollination and seed dispersal Can look at the features of seeds to decide on their method of dispersal	
	6	Understand what a plant needs	To know that a plant needs light, water, space and a suitable temperature to grow. To know that that some plants grown best in full sun: lavender.	Temperature, light, water, warmth
	7	Name some common plants and explain what they need to grow	To know that some plants grow best in the shade: primrose and foxglove To know that some plants need lots of water: iris, swamp sunflower To know that some plants don't need much water: orange day-lily	orange day-lily iris, swamp sunflower primrose and foxglove
	8	Investigate flowering plants and the conditions they need to grow	Can explain observations made during investigations.	