

YEAR 1 CURRICULUM



Belong, Believe, Become

ART & DESIGN

CURRICULUM — YEAR 1

Skills		Core knowledge	
<p>To explore a wide range of media and materials, tools and techniques to create artworks, improvise and depict imagined worlds, and model the real world through the arts</p> <p>To experiment with designs, shapes, colours and sounds, explore and record ideas using ICT where appropriate</p>		<p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	
Drawing	Collage/ sculpture	Painting	
<p>Draw line of different size and thickness</p> <p>Colour their own work neatly following the lines</p>	<p>Use a combination of shapes, including natural materials</p> <p>Include lines and texture</p> <p>Use natural materials (outdoor materials e.g leaves, sticks)</p> <p>Use a combination of materials that are cut, torn or glued</p> <p>Sort and arrange materials</p> <p>Mix materials to create texture</p>	<p>Use thick and thin brushes</p> <p>Mix primary colours to make secondary colours</p>	

Taught topics		
Sketching dinosaurs and fossils	The bright colours of Rio Artist study- Lobo	Natural sculpture Artist study- Andy Goldworthy and Richard Shilling
Pupils should be taught: <ul style="list-style-type: none"> • Shading and line techniques. • Experiment with graphite and coal pencils to experiment with lines of different thicknesses. (felttip pes, oil pastels, chalk etc, different size pencils). • Sketch dinosaurs and fossils. • Evaluate- Strip of 5 stars, chn colour in how many stars they would rate their picture. 	Pupils should be taught: <ul style="list-style-type: none"> • Introduced to the colour wheel. • Teach the primary colours and how to mix to turn into secondary tertiary colours. • Introduce artist Lobo and explore his work. • Experiment with colours similar to those used by Lobo. • Children create their own piece inspired by Lobo using painting. 	Pupils should be taught: <ul style="list-style-type: none"> • Explore the different materials found in nature/the school grounds. • Using materials found in the grounds in addition to others provided to create and Andy Goldworthy inspired sculpture/collage. • Take pictures of sculpture/collage and evaluate own work. • Discuss temperamental art within nature.

Vocabulary

Pupils should learn the following vocabulary-				
Line	Dark	Light	Contrast	Primary
Colour	Pattern	Repetition	Mosaic	Texture
Collage	3D	Sketch	Hatching	Scribble
Blending	Fabric	Thread	Scrunch	Role (Rolling)

DESIGN & TECHNOLOGY

CURRICULUM — YEAR 1

Skills		Core knowledge	
Textiles	Construction	Mechanics	Food

Taught topics				
Wheelbarrows	Christmas/winter items and decorations	Easter related craft	Fairy Door	Food
Pupils should be taught: <ul style="list-style-type: none"> • What a designer is and Sir Alec Issigonis. • Completed research about a wheel barrow. • Completed evaluation on a current wheel barrow. • Use design, make and evaluate to create own wheel barrow to use when digging up fossils. 	Pupils should be taught: <ul style="list-style-type: none"> • Which fabrics are used for a certain product • Complete research about existing products • Use design, make and evaluate to make own winter decoration. • What a craftsman is and Gustav Stickley 	Pupils should be taught: <ul style="list-style-type: none"> • Complete research about existing products • Uses ICT to create a simple design • Use design, make and evaluate to make own Easter card. • Explore a variety of ways to manipulate paper and card 	Pupils should be taught to: <ul style="list-style-type: none"> • Complete research about fairy doors and use a criteria. • Use design, make and evaluate to make own fairy door. • Use feet to ensure the structure can stand. 	Pupils should be taught to: <ul style="list-style-type: none"> • Identify the main food groups including fruit and vegetables. • Design a fruit kebab using criteria. • Evaluate the fruit kebab. • Consider a balanced diet.
Vocabulary				
Pupils should learn the following vocabulary-				
Template	Dying	Printing	Screwing	Slider
Side to Side	Up and Down		Nail	Slot
Assessment				
<ul style="list-style-type: none"> • I can shape and colour textiles. • I can join pieces of wood using nails and screws. • I can create movement using a slider. 				

COMPUTING

CURRICULUM — YEAR 1

E-safety	Programming	Handling data	Multimedia
<ul style="list-style-type: none">• I can keep my password private.• I can tell you what personal information is.• I can tell an adult when I see something unexpected or worrying online.• I can talk about why it's important to be kind and polite.• I can recognise an age appropriate website.• I can agree and follow sensible e-Safety rules.	<ul style="list-style-type: none">• I can give instructions to my friend and follow their instructions to move around.• I can describe what happens when I press buttons on a robot.• I can press the buttons in the correct order to make my robot do what I want.• I can describe what actions I will need to do to make something happen and begin to use the word algorithm.• I can begin to predict what will happen for a short sequence of instructions.• I can begin to use software/apps to create movement and patterns on a screen.• I can use the word debug when I correct mistakes when I program.	<ul style="list-style-type: none">• I can talk about the different ways in which information can be shown.• I can use technology to collect information, including photos, video and sound.• I can sort different kinds of information and present it to others.• I can add information to a pictograph and talk to you about what I have found out.	<ul style="list-style-type: none">• I can be creative with different technology tools.• I can use technology to create and present my ideas.• I can use the keyboard or a word bank on my device to enter text.• I can save information in a special place and retrieve it again.
Technology in our lives			
<ul style="list-style-type: none">• I can recognise the ways we use technology in our classroom.• I can recognise ways that technology is used in my home and community.• I can use links to websites to find information.• I can begin to identify some of the benefits of using technology.			

Taught topics					
Programming Physical - Moving a robot	Technology around us	Book creator	Digital painting	Grouping data	Barefoot computing
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> Give instructions to a friends and follow instructions to move around. Explore what happens when you press buttons on a robot. I can press buttons in an order so the robot does what I want. I can describe what actions are needed to something happen. Programming A – Moving a robot (teachcomputing.org) 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> Develop their keyboard skills Start to consider how to use technology safely <p>Computing systems and networks – Technology around us (teachcomputing.org)</p> <p>Find the Technology • ABCya!</p> <p>Hello Ruby keyboard</p> <p>Make a keyboard Hello Ruby</p> <p>Paper keyboard</p> <ul style="list-style-type: none"> 3D Paper Computer Hello Ruby 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> Use technology to create an online book about animals in the Amazon Rainforest. Use keyboard to enter text. Save work appropriately. <p>Creating Nonfiction Books about Animals in Book Creator – Teacher-Created Lesson Plan Common Sense Education</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> Use an online programme to create a image of Rio/The Amazon. Evaluate and edit own work. Creating media – Digital painting (teachcomputing.org) 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> Collect data linked the topic and present it to others. Use digital pictograms. Data and information – Grouping data (teachcomputing.org) 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> Predict what will happen for a short sequence of instructions. Begin to use software and apps to create movement (link to map work). Use the word debug when correcting mistakes. <p>Decomposition Unplugged Activity KS1 Barefoot Computing</p> <ul style="list-style-type: none"> Primary Computing Resources Barefoot Computing
Vocabulary					
Pupils should learn the following vocabulary-					
Rules	Online	Private information	Email	Instructions	
Buttons	Robots	Patterns	Program	Videos	
Camera skills	Sounds	Image bank	Word bank	Space bar	
Purpose	Online tools	Communicate	Photographs	Video	
Sound	Data		Pictogram	Digitally	

FRENCH

CURRICULUM — YEAR 1

Key Skills	
Listening	Speaking
Reading	Writing
Intercultural Understanding	

Taught topics

Pupils should be taught: <ul style="list-style-type: none">•	Pupils should be taught: <ul style="list-style-type: none">•	Pupils should be taught: <ul style="list-style-type: none">•

GEOGRAPHY

CURRICULUM — YEAR 1

Core knowledge and skills	
Location knowledge	Place knowledge – <i>Rio</i>
Name and locate areas around the school. Name and locate some of the seven continents of the world.	Understand geographical similarities and differences through studying the human and physical geography of a contrasting non –European country.
Physical and Human geography	Geographical mapping skills
Identify physical and human features to develop understanding linked to woodlands in the local area. Identify physical and human features of a location and compare with own locality.	Use maps, atlases, globes and digital/computer mapping to identify some of the continents and oceans. Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map. Devise a simple map; and use and construct basic symbols in a key.
Fieldwork	
Use observational skills to study the school environment. Use observation skills to study a local woodland area.	

Taught topics		
Dinosaurs	Rio!	Woodland
<p>Pupils should learn:</p> <ul style="list-style-type: none"> • Explore what the world looked like during the time of dinosaurs. • Make comparisons with what the world looks like now. Begin to explore the shapes of the continents building on pre-existing knowledge. • Explore where in the world dinosaurs lived and where fossils have been found. • Make comparisons with what the landscape looked like in dinosaur times and modern day. 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> • Identify Brazil and Rio on a world map. • Plot the journey to Rio on a map using aeroplane routes. • Compare Rio to Stockton-buildings, size, population, culture etc. Use basic geographical language to refer to these features. • Compare weather in Rio and the UK. • Use maps (including ariel maps) to explore Rio and it's famous sights. • Begin to recognise the 7 continents of the world. • Begin to recognise the 5 oceans of the world. 	<p>Pupils should learn:</p> <ul style="list-style-type: none"> • Simple compass directions- north, south, east and west. • Locational and directional language- eg- near, far, left, right. • Use terms to locate features of a simple map (of the school's outdoor space). • Use terms to navigate a simple map (of the school's outdoor space). • Devise a simple map of the school's grounds. • Use a basic key for a map. • Identify wild animals found in British Woodlands. • Identify features of a woodland (trees and plants). • Use ariel maps (google earth) to identify woodlands and forests in the local area and in the wider UK. • Study of either Ropner park or Wynyard Woodland.
Vocabulary		
<p>Pupils should learn the following vocabulary-</p>		

HISTORY

CURRICULUM — YEAR 1

Key concepts		
Chronological understanding	Historical terms	Knowledge and understanding
<p>Sequence events and related objects in order of time.</p> <p>Develop an awareness of the past</p> <p>Use common words and phrases relating to the past –old, new, now, then, yesterday.</p> <p>Remember part of stories and memories about the past.</p>	<p>Use a wide vocabulary of everyday historical terms</p>	<p>Tell the difference between past and present in their own lives and the lives of others.</p> <p>Listen to eye-witness accounts (from parents/grandparents).</p> <p>Begin to suggest why something might be different.</p>
Interpretation of history	Historical enquiry	Organisation and communication
<p>Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)</p>	<p>Sort artefacts “then” and “now”.</p> <p>Use as wide a range of sources as possible.</p> <p>Speaking and listening (links to literacy) to ask and answer questions related to different sources and objects</p>	<p>Show knowledge and understanding of the past in different ways: role play, drawing, talking, writing – labels, reports, recounts.</p>

Taught topics

Discovering Dinosaurs	Toys through Time	Changes to Woodlands
<p>Pupils should learn about:</p> <ul style="list-style-type: none">• Events beyond living memory, Investigate what happened to the dinosaurs.• Learn about why dinosaurs have become extinct, and the theories/stories behind these ideas.• Learn about significant historical events that cause great change for people.○	<p>Pupil should learn about:</p> <ul style="list-style-type: none">• Toys now and in the past.• Look at old photographs of toys and children playing and compare that to now.• Look at the difference between old and new toys.• 'Interview' parents and grandparents about their toys.• Explore old toys through a trip to Preston Park Museum.• Study a specific toy through time and study how it has changed/developed e.g. - history of teddy bears.○	<p>Pupils should learn about:</p> <ul style="list-style-type: none">• Explore and identify the changes in woodlands over time.• Consider and show knowledge of why these changes happen.• Consider and explain why species might be different.•

Vocabulary

Pupils should learn the following vocabulary-

MUSIC

CURRICULUM — YEAR 1

Taught topics			
Performing	Composing	Appraising	Listening and applying knowledge and understanding
<p>Sing songs and chants rhymes with some expression.</p> <p>Sing songs at different speeds. Use tuned and untuned instruments.</p> <p>Experiment to create accompaniments using instruments.</p> <p>Perform to an audience.</p> <p>Follow the story of a melody identifying songs</p> <p>Collaborate with peers.</p> <p>Clap in time with a steady pulse</p>	<p>Explore different instruments and ways of making a sound with them.</p> <p>Begin to use symbols to represent sounds.</p> <p>Begin to use technology to record sounds.</p> <p>Make sound effects.</p>	<p>Recognise clear changes in sounds (pitch, tempo, volume) and musical patterns.</p> <p>Respond to different moods in music.</p> <p>To respond respectfully to music.</p> <p>To provide constructive feedback to others.</p>	<p>Listen for different types of sounds.</p> <p>Know how sounds are made and changed.</p> <p>Make sounds with a slight difference, with help.</p> <p>Use voice in different ways to create different effects.</p>

Taught topics		
BBC Ten Pieces- Music Study	Listening and performing	Creating
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Study Kerry Andrew's 'No Place Like' (https://www.bbc.co.uk/teach/ten-pieces/classical-music-early-years/znvhrj6) • Explore the sounds made in music and how they can be identified. • Use their own voices to expressively and creatively sing songs, chants and rhymes. • Play tuned and untuned instruments. Children to use their skills as sound detectives to listen to other pieces of music. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Listen to carnival Samba music. • Listen to the different sounds, beats and rhythms portrayed through the music by different instruments and sounds. • Children create musical sounds for different dance moves- what instrument will they use? 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Use Kandinsky music maker to create own melody. • Experiment with, create, select and combine sounds using the inter-related dimensions of music. • What happens to sound when it is high on the page? • What happens to sound when it is low on the page? • Create links to animals/fairies moving through the woodland.
Singing		
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Sing songs and chants rhymes with some expression. • Sing songs at different speeds. • Perform to an audience. • Follow the story of a melody identifying songs. • Learn songs linked with whole school themes. 		
Vocabulary		
<p>Pupils should learn the following vocabulary-</p>		

PHYSICAL EDUCATION

CURRICULUM — YEAR 1

Skills			
Dance	Swimming	Gymnastics	Net and wall games
<p>Learn basic movements relating to feelings.</p> <p>Show that they have a clear starting and finishing position.</p> <p>Respond to different music showing a range of emotions.</p> <p>Perform dance movements and simple routines using simple movement patterns.</p>		<p>Respond to instructions and commands.</p> <p>Move between mats and small apparatus and change the speed of movement</p> <p>Learn a variety of basic gym actions.</p> <p>Be still in different body shapes and balances and combine different ways of travelling.</p> <p>Develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size, and direction.</p> <p>Handle apparatus safely.</p> <p>Recognise how it feels when the body is tense.</p> <p>Discuss how the body changes during exercise.</p>	<p>Explain how practicing skills can help you feel warmer and why is it good to play and get out of breath.</p> <p>Participate in team games.</p> <p>Pass and receive a ball in different ways with control and increased accuracy.</p> <p>Perform fielding techniques with increased control and co-ordination.</p>
Invasion games	Field games	Athletics	
<p>Explore different ways of using a ball.</p> <p>Explore ways to send a ball or other equipment.</p> <p>Retrieve and stop a ball using different parts of the body. A&D</p> <p>Practise skills to make them warmer.</p> <p>Develop simple attacking and defending techniques.</p> <p>Pass and receive a ball in different ways with increased control.</p> <p>Explain why they enjoy playing games and physical activities.</p>	<p>Explore and use skills, actions and ideas individually and in combination to suit the game they are playing.</p> <p>Participate in team games.</p> <p>Pass and receive a ball in different ways with control and increased accuracy.</p> <p>Perform fielding techniques with increased control and co-ordination.</p>	<p>Take part in multiskills festivals designed to develop the fundamental movement skills of balance, co-ordination and agility.</p> <p>Activities to include bat and ball relay, throw clap and catch, slalom run, standing long jump etc.</p> <p>Develop balance, agility and co-ordination.</p> <p>Persevere and practise, improve times and scores.</p>	

Taught topics				
Autumn	Spring	Summer		
<p>Pupils should be taught:</p> <p>Dance</p> <ul style="list-style-type: none"> Put together as a class a short routine of simple movements Change the speed of their movements, by dancing to a slow and quicker song. Create a simplistic routine of their own ideas (i.e. , one roll, one balance and one jump) <p>Gymnastics</p> <ul style="list-style-type: none"> Create a simple sequence with a beginning, middle and end Copy actions of the teacher Travel around the room in different ways Hold simple balances and shapes 	<p>Pupils should be taught:</p> <p>Tennis</p> <ul style="list-style-type: none"> Use hitting skills Practise striking and receiving a ball <p>Tag Rugby</p> <ul style="list-style-type: none"> Throw underarm and overarm. Catch a ball. Travel with a ball in different ways. Pass the ball to another player. Follow simple rules. Show defensive skills, such as marking an opponent. 	<p>Pupils should be taught:</p> <p>Cricket/rounders</p> <ul style="list-style-type: none"> Use hitting skills in a game. Practise basic striking, sending and receiving Throw underarm and overarm. Catch a ball. Practise accurate throwing and consistent catching. <p>Athletics</p> <ul style="list-style-type: none"> Run over different distances Jump as high as possible. Jump as far as possible Throw objects over a distance. 		
Vocabulary				
Pupils should be taught the following vocabulary-				
Travel	Stillness	Direction	Space	Body Parts
	Speed	Striking	Catching	Own Space
Levels	Passing	Controlling	Shooting	Scoring
Team	Backwards	Sideways	Roll	Slow
Forwards	Jump	Stretch	Wide	Narrow
Shape				

Confidence and responsibility	Views and opinions	Health and hygiene	Relationships and respect	Personal safety	Emotional wellbeing
<p>Take part in group play or conversations, recognising what they like/ dislike.</p> <p>Demonstrate growing independence and responsibility when carrying out everyday tasks, such as getting changed for PE and tidying up.</p>	<p>Begin to give simple reasons for their own views/opinions.</p>	<p>Explain ways of keeping clean (e.g. by washing their hands and keeping their hair tidy) and how this stops the spread of some diseases.</p>	<p>Explain different ways that family and friends should care for one another.</p> <p>Identify the main body parts, including differences between boys and girls and what physical contact is acceptable and comfortable.</p>	<p>Describe ways of keeping safe in familiar situations. Talk about the difference between secrets and surprises and recognise that people's bodies and feelings can be hurt.</p> <p>Identify some hazards in the home, such as cleaning products and medicines.</p>	<p>Describe things that make them feel happy and things that make them feel sad.</p>
Collaboration	Diversity	Citizenship	Financial understanding	Relationships and feelings	Goals
<p>Play and learn collaboratively in a small group. Recognise when someone makes them, or others, feel sad or hurt.</p> <p>Begin to develop an understanding of different forms of teasing, that it is wrong, and what they can do about it.</p>	<p>Show an awareness of how needs change as they grow from young to old.</p> <p>Describe how they are the same as, or different to, a friend or family member.</p>	<p>Suggest how they could make a positive contribution to their class, school or community.</p> <p>Explain how they belong to various groups and communities and contribute to the development of class and group rules.</p>	<p>Explain in simple terms where money comes from and what money is used for in everyday life, including the terms 'spend' and 'save'.</p>	<p>Use facial expressions to demonstrate some named feelings and describe some of their positive or negative qualities.</p>	<p>Talk about their gifts and talents.</p> <p>Identify a simple goal for themselves.</p>

Taught topics		
Living in the Wide World	Relationships	Health and Wellbeing (H)
Pupils should be taught: <ul style="list-style-type: none"> • Shared Responsibilities • Communities • Media literacy & digital resilience • Economic wellbeing: Money • Economic wellbeing: Aspirations, work & career 	Pupils should be taught: <ul style="list-style-type: none"> • Families and close positive relationships • Friendships • Managing hurtful behaviour and bullying • Safe relationships • Respecting self and others • Respecting self and others 	Pupils should be taught: <ul style="list-style-type: none"> • Healthy Lifestyles (physical wellbeing) • Mental Health • Ourselves, growing and changing • Keeping Safe • Drugs, alcohol and tobacco
Vocabulary		
Pupils should be taught the following vocabulary-		

RELIGIOUS EDUCATION

CURRICULUM — YEAR 1

Skills		
Knowing about and understanding religions and worldviews.	Expressing and communicating ideas related to religions and worldviews.	Gaining and deploying the skills for studying religions and worldviews.
<p>Identify a special time they celebrate and what celebration means.</p> <p>Recognise some symbols and images used to express ideas.</p> <p>Recognise that there are special places where people go to worship and talk about what people do there.</p> <p>Talk about a belief in God for some communities.</p> <p>Talk about some of the stories that are used in religious contexts and why people still read them.</p> <p>Identify at least three objects used in worship in two religions.</p> <p>Talk about ways in which religious figures are special.</p> <p>Recognise that some people believe God created the world so we should look after it.</p>	<p>Recognise ways that people treat their sacred books.</p> <p>Talk about how religions teach people that they are valuable, giving simple examples.</p> <p>Talk about what is special and of value about belonging to a group that is important to them.</p> <p>Show an awareness that some people belong to different religions.</p>	N/A

Taught topics					
Belonging to the Muslim family.	Why do Christians give Gifts at Christmas?	Belonging to the Sikh family	What do Christians remember at Easter?	How is someone welcomed into Christianity?	Belonging to the Jewish family
Pupils should be taught: <ul style="list-style-type: none"> • Full topic details in Stockton syllabus. • The concept of incarnation. The concept of revelation. 	Pupils should be taught: <ul style="list-style-type: none"> • Full topic details in Stockton syllabus. • The Ummah. 	Pupils should be taught: <ul style="list-style-type: none"> • Full topic details in Stockton syllabus. The concept of belonging.	Pupils should be taught: <ul style="list-style-type: none"> • Full topic details in Stockton syllabus. • The concept of salvation. • The concept of revelation. 	Pupils should be taught: <ul style="list-style-type: none"> • Full topic details in Stockton syllabus. • The concept of salvation. 	Pupils should be taught: <ul style="list-style-type: none"> • Full topic details in Stockton syllabus. The concept of belonging.

Vocabulary

Pupils should learn the following vocabulary-

Baptism	Water	Symbolism	Community	Family
Christian	Commitment	John the Baptist	Jesus	Church
Adult	Child	Font/Baptistry	Nativity	Angels
Magi	Shepherds	Mary	Joseph	Gifts
Special	Thankfulness	New Life	Egg	Easter
Resurrection	Cross	Disciples	Tomb	Death
Qur'an	Mosque	New Life	Sikh	Muhammad

SCIENCE

CURRICULUM — YEAR 1

Working scientifically

Pupils should be taught to use the following practical scientific methods, processes and skills **through the teaching of the programme of study content:**

asking simple questions

observing closely, using simple equipment

performing simple tests

identifying and classifying

using their observations and ideas to suggest answers to questions.

Content

Everyday materials	Seasonal change	Plants	Animals, including humans
<p>distinguish between an object and the material from which it is made</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>describe the simple physical properties of a variety of everyday materials</p> <p>compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>observe changes across the four seasons</p> <p>observe and describe weather associated with the seasons and how day length varies.</p>	<p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates</p> <p>describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets).</p>

Taught topics					
Animals including humans	Scientific investigations	Properties of materials	Sound	Plants	Health and fitness
Pupils should be taught: <ul style="list-style-type: none"> • Ensure all objective outlines above are covered. • Whose poo? 3 hrs • Why do we have teeth? 3hrs 	Pupils should be taught: <ul style="list-style-type: none"> • Why do we have eyes? • What can you remember? 	Pupils should be taught: <ul style="list-style-type: none"> • Ensure all objective outlines above are covered. • Can you change the shape of a solid? • Which objects are hard/soft? • What could I use this material for? 	Pupils should be taught: <ul style="list-style-type: none"> • What makes the loudest sound? 4 hrs 	Pupils should be taught: <ul style="list-style-type: none"> • Ensure all objective outlines above are covered. • What's in a bud? 3 hours • How do leaves change? 2 hours • Do pine cones know it's raining? 1 hour 	Pupils should be taught: <ul style="list-style-type: none"> • Why do I need to exercise? • Why do I have to wash my hands? • Why are different materials suited for different objects?
Vocabulary					
Plants	Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud				
Animals	Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves				
Senses	Senses, touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue				
Materials	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				
Seasons	Weather (sunny, rainy, windy, snowy etc.), seasons (Winter, Summer, Spring, Autumn), sun, sunrise, sunset, day length, monsoon, khareef, thunder storm				