Hook:

Big question: Are living things all the same?

Science end point(Spring):

Pupils can use scientific instruments and language to observe, describe and categorise the world around them (including over time).

Pupils can carry out a simple scientific investigation and communicate their results.

Science Knowledge:
1. Name and identify the basic parts of the human body and label which body part is associated with each sense. Including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth

Science skills: Record findings scientifically – investigation on year 1 investigation sheet
- Draw and label a diagram accurately and neatly – and write sentences (some chn to include the function of the limb)

Working Scientifically: **Pupils are taught to use observations to compare and contrast**

2. Pupils compare height, hair colour, eye colour, shoe size

Focus on **Pattern recognition** rather than recording –

3. Which parts of the body are the same size? - Do taller people have longer arms? (compare with partner) - What is your arm span? What is your height? What do you notice? - Can taller people lift more weight? (compare with partner) (first investigation modelled by adult / group work / paired work/provision)

RE: Can you tell what somebody believes by what they look like?

Recognise symbols and other forms of religious expression

recognise features of religious life and practice

Concept: Know about and understand a range of religions and worldviews.

Concept
Pupils are taught that the 5 senses enable living things to explore the world.

1. Learning key knowledge:

Science Skills:Use their senses to compare different textures, sounds and smells.

Sight/Taste/Feel Senses carousel – feely bag, food to taste/feel (texture), smell jars, sounds etc – Market stall – chn to classify using hoops and descriptions/adjectives. – Once ok with hoops can the chn identify the label of the hoop when it's removed? And discuss what body part is used for a sense. What if that body part didn't' work?

Revise Vocab - hard/soft; stretchy/stiff; shiny/dull; rough/smooth;

Sound/smell carousel – music/sounds – drawings.
Smelling jars – coffee, perfume, fish, stilton, lavender, more bad smells needed.

2. Science investigation – Do we all like the same smells?

Pattern recognition - Simple bar chart to present their results – which did they like the best? Do girls like different things to boys?

- Science Knowledge:
  Yr 1 - label which body part is associated with each sense. Use keywords accurately and can spell them
  Knowledge; senses / tastes / sensations

Pattern recognition (II)
Can you group the class by their tastes? (recording data – pictogram)
==Page 8 - Using comparisons P8 of language structures==

3. Idea/PSHE link – what would we do if we lost a sense

English Unit
Spring: Character description, Story and a fact file
Phonics skills and GPS
Phase 3 and phase 4 (4weeks)
Tricky words from phase 2 and 3
Blending with CVC and CCVC
GPS:
Sentence structure: How words can combine to make sentences Terminology for pupils: Word, sentence, letter, capital letter, full stop, punctuation,
Introduce: adjectives
Transcriptional skills:
Writing
Sentence level: Combine words to form simple sentences
Join words and sentences using 'and'
Punctuation: Begin to use full stops. Separate words with spaces
Compositional aspects of Writing
Before writing: Understand the difference between oral and literate language. Say what they're going to
write about and why they are writing
Planning: Think aloud to collect Ideas. Orally rehearse sentences
Drafting: Transcribe sentences word by word, sequence sentences
Revising: Re-read each sentence to check they have written the correct number of words and it makes sense
Editing: Discuss their writing with an adult, act on feedback
Performing: Read their writing aloud

Geography
Concept: The world can be represented as a map (globe/ flat). -Know that the world is round (link with Christopher Columbus). -The way people live is determined by geographical environment (climate & landscape).

EOY Endpoint: Children can tell you the world is round (spherical), some is land and some is sea. Blue and green/brown represent land (hot) Large areas of land are continents and name them Largest bodies of water are oceans (name them)
Some land areas are hotter than others
Would you find a frog/snail in the desert? (Native species in desert – depends on observations)

1. Pupils look at local maps/ariel photos and identify features. E.g. Where do plants grow...
   Can you find your school? House? Pupils label shared area map to show where they live.
2. Pupils use a simple map or ariel photo to go on a scavenger hunt.
   Discuss the purpose of maps. Talk about map of school vs. ariel photo of school.
3. Pupils design a scavenger hunt for their friend and help them to follow a map
   Discuss the purpose of maps. Talk about map of school vs. ariel photo of school.
4. Pupils apply map reading/aerial photos skills to Bradford/Yorkshire/England/UK/Europe
5. Pupils name the continents (& oceans), the climate (justifying choices with evidence), what you would wear there and why.
6. Geography skill - -Have an understanding of a hot area (equatorial area such as the Amazon or desert area such as Marley in Africa) and compare with Bradford – clothes, animals, temperature, climate, plants, the way people live (end point)
7. Sort items (pictures/physical items) in order to identify the similarities and differences (avoid venn diagrams as used loads already)

Science Knowledge
Focus on Antarctica –can name and identify a variety of common animals including fish, amphibians, reptiles, birds and mammals including pets

Focus on Africa –can name and identify a variety of common animals including fish, amphibians, reptiles, birds and mammals including pets

Skills
- Carry out close observations of animals and humans - Use observations to compare and contrast animals with first hand evidence or through videos and photographs
- Wood lice habitats – test – where do insects prefer? Why?
- Nocturnal creatures

How can sorting help us to understand living things?
Comparison with how we find our food.

Concepts
1. **Pupils are taught to name and identify a variety of common animals including fish, amphibians, reptiles, birds and mammals including pets**
2. **Pupils are taught that animals can be grouped in several ways (including according to the foods they eat).** They justify their opinions using evidence and applying the criteria they have been taught above. (and apply this in the local area)
3. (Recapping sense knowledge) – **How do these animals use their senses? What do you think their strongest sense is? Why? How does that help them to survive? Can you sort and justify your thinking?**
4. (Recapping body part knowledge) **Identify herbivores/carnivores/omnivores from their features.** Use venn diagrams (Science knowledge) They can identify and name a variety of common animals that are carnivores, herbivores and omnivores

Skills (throughout)
Carry out close observations of animals and humans - Use observations to compare and contrast animals with first hand evidence or through videos and photographs
- Begin to describe how they identify, group and sort different animals