



Topic: Animals inc. humans Strand: Biology

Be Brilliant
CULTURAL DIVERSITY
Enables our children to develop a growth mindset, by exposure to challenging experiences that allow our children to question and explore opportunities that will enable them to become confident and resilient in all areas of their lives.

Believe
POSSIBILITIES
Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.

Be brave
ADVENTURE
Exposes our children to a rich and diverse world that is full of colour, music, creativity and celebration. Providing our children with the opportunity to see a world beyond their own, that will inspire and influence their future choices.

| Sequence of lessons | Outcome | Working scientifically skills |
|--|--|---|
| 1 <i>As scientists, we are learning to explore our previous knowledge.</i> ‘Never heard the word’, knowledge organiser quiz, knowledge harvest | Children can identify previous knowledge that can support learning in this topic. | Asking questions |
| 2 <i>As scientists, we are learning to identify animals by their key features.</i> Observe and explore different animals, identifying their key features | Children can identify key features of animals such as feathers, scales and hair. | Identifying, grouping and classifying Observation |
| 3 <i>As scientists, we are learning to group animals by what they eat.</i> Use secondary research to learn about the food of different animals. | Children know that animals can eat each other, plants or both and name examples for each. | Research Communication |
| 4 <i>As scientists, we are learning to name animals from the different vertebrate groups.</i> Explore the groups of vertebrates and identify examples from each, classifying key features. | Children can identify unknown animals using a simple chart and name animals from key groups. | Identifying, grouping and classifying Recording data |
| 5 <i>As scientists, we are learning to investigate our 5 senses.</i> Investigate the 5 senses and discover which are linked to different parts of the body. | Children can name the 5 senses and link them to their body. | Comparative Making predications |
| 6 <i>As scientists, we are learning to investigate similarities and differences in humans.</i> Investigate and measure parts of the body to explore patterns | Children can take measurements of people to answer a question. | Pattern seeking Setting up tests Evaluation |

Composite: To create a class fact file based on the animal groups.


Topic:

Seasonal changes

Strand:

Physics

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| 1 <u><i>As Scientists we are learning to explore our previous knowledge</i></u> Never heard the word, knowledge organiser quiz and knowledge harvest. | Children make links with what they have learned previously. | Asking questions |
| 2 <u><i>As Scientists we are learning about the seasons</i></u> Children explore the different seasons we have and what effects these have. | Children know the four seasons and understand some of their features. | Research Asking questions |
| 3 <u><i>As Scientists we are learning to observe our environment in the Spring.</i></u> Children explore their local environment, recording observations of what they find. | Children can identify some of the features in the environment that is specific to Autumn. | Identifying, grouping and classifying Recording data |
| 4 <u><i>As Scientists we are learning to explore the weather and temperature.</i></u> Explore how the weather and temperature can change between the seasons and make recordings of Autumn's weather across a week. | Children can measure and record weather and temperature and know how this can change between seasons. | Changes over time Measuring |
| 5 <u><i>As Scientists we are learning how the seasons can affect us.</i></u> Explore the changes we make in different seasons and present this creatively. | Children understand how choices and behaviours change in different seasons. | Research Communication |
| 6 <u><i>As Scientists we are learning to observe the changes throughout the seasons.</i></u> Throughout the rest of the year, children repeat observations of different seasons to compare with their findings. | Children understand how the seasons affect the weather, temperature, environment and life as they progress. | Observation over time Observation Recording data |

Composite: To create news report focusing on features of autumn.



Topic:

Everyday Materials

Strand:

Chemistry

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Sequence of lessons

Outcome

Working Scientifically skills

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| 2 | <i>As Scientists we are learning to identify and name a variety of everyday materials.</i> Explore different objects, Identifying what they are made out of and sorting them. | Children can identify and name common materials. | Identifying, grouping and classifying Recording data |
| 3 | <i>As Scientists we are learning to describe the properties of everyday materials.</i> Use sight and touch to describe properties of everyday materials. | Children can describe the properties of certain materials and group them based on this. | Identifying, grouping and classifying Observation |
| 4 | <i>As Scientists we are learning to sort objects using the physical properties of a material.</i> Create practical keys using question stems to identify materials using their properties. | Children can create a key based on identified properties of materials. | Identifying, grouping and classifying Communicating |
| 5 | <i>As Scientists we are learning to test the properties of materials.</i> Investigate the properties of different materials for a specific task e.g. waterproofness and select the best material for this role. | Children can investigate specific properties of different materials and use to select ones for different uses. | Comparative Predicting |
| 6 | <i>As Scientists we are learning to answer an enquiry question using our knowledge of everyday materials.</i> Investigate an enquiry question that requires the exploration of the properties of different materials. E.g., "which is the best fabric to make a coat?" or "which material would be the best crash mat for humpty dumpty?" | Children can answer an enquiry question by investigating the properties of everyday materials and | Comparative Concluding |

Composite – investigate an enquiry question involving the exploration of specific properties of a variety of materials.



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| 3 | <u><i>As Scientists we are learning to observe our environment in the Spring.</i></u> Children explore their local environment, recording observations of what they find. | Children can identify some of the features in the environment that is specific to Spring. | Identifying, grouping and classifying Recording data |
| 4 | <u><i>As Scientists we are learning to explore the weather and temperature.</i></u> Explore how the weather and temperature can change between the seasons and make recordings of Spring's weather across a week. | Children can measure and record weather and temperature and know how this can change between seasons. | Changes over time Measuring |
| 5 | <u><i>As Scientists we are learning how the seasons can affect us.</i></u> Explore the changes we make in different seasons and present this creatively. | Children understand how choices and behaviours change in different seasons. | Research Communication |
| 6 | <u><i>As Scientists we are learning to observe the changes throughout the seasons.</i></u> Throughout the rest of the year, children repeat observations of different seasons to compare with their findings. | Children understand how the seasons affect the weather, temperature, environment and life as they progress. | Observation over time Observation Recording data |

Composite: Children to record seasonal observations during a nature walk.



Topic: Plants **Strand:** Biology

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| 2 | <u>As Scientists we are learning to explore our outside environment for plants.</u> Explore the school grounds and local area for plants. Children take photos of what interests them and collect questions to answer during topic. | Children can find plants in their environment and talk about what they see, asking questions. | Observation Asking questions |
| 3 | <u>As Scientists we are learning to identify the plants in our local environment using flowers.</u> Identify plants in the local area using their flowers and classification guides. | Children can identify plants in their local environments. | Identifying and classifying Observation |
| 4 | <u>As Scientists we are learning about roots.</u> Observe the roots of different plants using magnifying glasses. Look for similarities and differences. Draw what they see. | Children can identify roots and discuss what their role is. | Identifying and classifying Observation |
| 5 | <u>As Scientists we are learning about the leaves on different trees.</u> Take part in a leaf hunt and use an identification chart to identify the trees they came from. Make rubbings of leaves. Explore the differences between deciduous and evergreen trees. | Children can identify trees in their local area using their leaves and can use the terms deciduous and evergreen correctly. | Identifying and classifying Asking questions Observation |
| 6 | <u>As Scientists we are learning about the similarities and differences of different plants.</u> Explore the features of a range of plants and find similarities and differences. Then pose a question to investigate e.g. 'Does the weed with the longest leaves have the longest roots?' | Children can discuss the similarities and differences between plants. | Pattern-seeking Observation Recording data |

Composite: Children to create a Beacon Flower Show, sharing knowledge their knowledge of plants.



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| | 2 | <p><u><i>As Scientists we are learning about the seasons</i></u> Children explore the different seasons we have and what effects these have.</p> | Children know the four seasons and understand some of their features. | Research Asking questions |
| | 3 | <p><u><i>As Scientists we are learning to observe our environment in the Summer.</i></u> Children explore their local environment, recording observations of what they find.</p> | Children can identify some of the features in the environment that is specific to Autumn. | Identifying, grouping and classifying Recording data |
| | 4 | <p><u><i>As Scientists we are learning to explore the weather and temperature.</i></u> Explore how the weather and temperature can change between the seasons and make recordings of Autumn's weather across a week.</p> | Children can measure and record weather and temperature and know how this can change between seasons. | Changes over time Measuring |
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Composite: Create an advert on iPads, sharing tips for staying safe in the Summer weather.