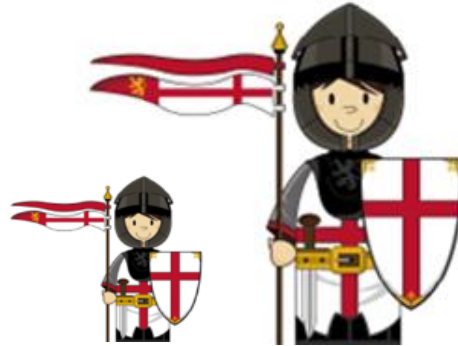


Knights Templar Community Church School



Work at it with all your heart

KS1 Curriculum Overview Year B

Completed: 17/9/2023

Updated: 02/03/2024

Contents:

Overview

Computing

DT

Geography

History

Music

PE

PSHE

RE

Science

Learning Themes:	What does change mean to me?		What is special about my place in the world?		How did we arrive before we could drive?		Why do we explore new places?		What do I know about roots and shoots?		What is wonderful about our world?	
	A1		A2		Sp1		Sp2		Sm1		Sm2	
English	Fiction	Nonfiction	Poetry	Fiction	Nonfiction	Poetry	Fiction	Nonfiction	Poetry			
Yr1/2 Year B	<p>Journey Story The Girl and the Dinosaur by Hollie Hughes</p>  <p>The Snail and the Whale by Julia Donaldson</p> 	<p>Non-chronological Report Augustus and His Smile – Catherine Rayner</p>  <p>Explanation Winter Sleep: A Hibernation story – Sean Taylor and Alex Morss.</p> 	<p>Poetry about Weather Out and About – Shirley Hughes</p> 	<p>Narrative – Traditional Tales</p>  <p>Rapunzel by Bethan Woollvin</p>	<p>Instructions</p>  <p>Traction Man by Mini Grey</p> <p>Diary Recount</p>  <p>The Great Fire of London – Emma Adams</p>	<p>Sensational! Poems inspired by the five senses – Roger McGough</p> 	<p>Narrative The Lumber's Jack Beard by Duncan Beedie</p>  <p>The Everywhere Bear by Julia Donaldson</p> 	<p>Instructions</p>   <p>Information Text Grow: A First Guide to Plants and How to Grow Them</p>	<p>Poetry Mustard, Custard, Grumble Belly and Gravy – Michael Rosen</p> 			

<p>Maths</p>	<p>Number: addition and subtraction (1)</p> <p>Number: Place Value (within 10) (1)</p> <p>Number: Place Value (2)</p> <p>Number: Addition and subtraction (2)</p>	<p>Geometry: shape (1)</p> <p>Number: Place value within 20 (1)</p> <p>Measurement: Money (2)</p> <p>Number: Multiplication and division (2)</p>	<p>Number: Addition and subtraction within 20 (1)</p> <p>Number: Place value within 50 (1)</p> <p>Number: Multiplication and division (2)</p> <p>Statistics</p>	<p>Measurement: Length and height (1)</p> <p>Measurement: Weight and volume (1)</p> <p>Geometry: properties of shape (2)</p> <p>Number: Fractions (2)</p>	<p>Number: Multiplication and division (1)</p> <p>Number: Fractions (1)</p> <p>Geometry: Position and direction (1/2)</p> <p>Problem solving: Efficient methods (2)</p> <p>Measurement: Time (2)</p>	<p>Number: Place value within 100 (1)</p> <p>Measurement: Money (1)</p> <p>Measurement: Time (1)</p> <p>Measurement: Mass, capacity and Temperature (2)</p> <p>Investigations (2)</p>
<p>Science</p>	<p>Animals including humans</p> <p>What is a lifecycle?</p>	<p>Habitats and Lifecycles</p> <p>What is a habitat?</p>	<p>Everyday Materials</p> <p>Are all materials the same?</p>	<p>Materials – squash, bend, twist</p> <p>How do materials help us explore?</p>	<p>Plants – Ready, Steady, Grow</p> <p>Can you keep a plant alive?</p>	<p>Habitats</p> <p>What life can be found in a garden?</p>
<p><i>Observe seasonal changes throughout the year</i></p>						

Art and Design	Colour and Pattern What was Frida Kahlo famous for?	Sculpture and Imagination Who was Andy Goldsworthy?		Observational Drawing and Sketching Can I create botanical drawings? Charles Darwin		
Computing	E-safety: Am I kind and responsible? Programming: Can I make a Beebot move? Data Handling: Can I use a block graph to present data? Multimedia: Can I present information to be shared with others?		E-safety: Am I safe? Multimedia: Can I upload pictures? Programming: Can I programme an online car? Technology in our lives: Can I identify technology in my local area?		E-safety: Am I healthy? Data handling: Can I use a Venn diagram to sort information? Multimedia: Can I record a news report?	
Design and Technology			Design with a Purpose Can I make a vehicle? Karl Benz		Plan, do and review Can I make a self-watering plant pot?	Healthy Eating Can we grow and make our food?
Geography	Local – West Somerset		UK		International	

	Taunton to Minehead. Exmoor to the Quantocks (follow the railway)		London		Asian Locality	
History	Changes within living memory: Childhood through time (1950, 1980 and present)		Events beyond living memory: Great Fire of London			Significant historical events, people, places in own locality: Yankee Jack and Samuel Coleridge
Music <i>*suggested songs</i>	Perform Songs in different Styles (1) Sing a melody confidently(2) <i>*Tony Chestnut</i>	Make voices louder and quieter to enhance the meaning of the lyrics <i>*Carnival of the animals Musical conversations</i>	Sing a song recognising changes of speed Perform rhythmically as a group <i>*Football</i>	Make up new lyrics and moves Compose accompanying music <i>*Swing a-long with Shostakovich * Charlie Chaplin</i>	Sing a traditional song Compose minibeast sound effects <i>*The Rockpool Rock</i>	Perform a dance to accompany a song Sing a rock style song <i>*Tanczymy Labada</i>
PE	Multi-ability Cog Focus: Personal and Social	Multi-ability Cog Focus: Personal and Social	Multi ability Cog focus: Cognitive	Multi ability cog focus: Creative	Multi ability cog focus: physical	Multi ability cog focus: health and fitness

	<p>Fundamental</p> <p>Movement Skill Focus: Coordination(Footwork)</p> <p>Static Balance: One Leg</p> <p>Unit 1</p>	<p>Fundamental</p> <p>Movement Skill Focus: Dynamic Balance to Agility (Jumping and landing)</p> <p>Static Balance: Seated</p> <p>Unit 2</p>	<p>Movement Skill Focus: Dynamic balance on a line</p> <p>Static Balance: Stance</p> <p>Unit 3</p>	<p>Coordination: ball skills</p> <p>Counter balance with a partner</p> <p>Unit 4</p>	<p>Coordination: sending and receiving</p> <p>Agility: reaction/response</p> <p>Unit 5</p>	<p>Agility: ball chasing</p> <p>Static balance: floor work</p> <p>Unit 6</p>
RE	<p>AMV Unit 3: What do Christians believe about love? (agape)</p>	<p>Methodist Unit: Belonging Together Why is light so often used as a symbol for goodness and truth?</p>	<p>Methodist Unit- Belonging Together Who am I? Why do some people believe that they belong to God?</p>	<p>AMV Unit 4: What do Christians believe about forgiveness? (linked to Easter)</p>	<p>AMV Unit 5: What do Jewish people believe about G-d and the covenant?</p>	<p>Methodist Unit: Belonging Together How do Christians use music in worship?</p>
PSHE/SRE	<p>What makes a good friend?</p>	<p>What is bullying?</p>	<p>What jobs do people do?</p>	<p>What helps us to stay safe?</p>	<p>What helps us grow and stay healthy?</p>	<p>How do we recognise our feelings?</p>
British Values	<p>Understanding rights & responsibilities for being a member of our class.</p> <p>Rule of Law Democracy (1)</p>	<p>Bullying Similarities and differences Tolerance Individual Liberty (1)</p>	<p>Perseverance Overcoming obstacles Individual Liberty (1)</p> <p>Working co-operatively Identifying success and</p>	<p>Being clean and healthy Medicine safety Road safety Individual Liberty (1)</p>	<p>Families Showing respect in how we treat others Mutual Respect (1)</p>	<p>Identifying body parts Respecting my body</p>

	<p>Hopes and fears My rights & responsibilities Rule of Law Democracy (2)</p>	<p>Stereotypes Bullying Friendship Tolerance Individual Liberty (2)</p>	<p>achievements Individual Liberty Mutual Respect (2)</p>	<p>Healthy eating Strong and weak feelings Medicine safety Individual Liberty (2)</p>	<p>Secrets Friends and conflict Keeping safe Mutual Respect (2)</p>	<p>Mutual Respect Individual Liberty (1) Growing from young to old Physical differences between boys and girls Assertiveness Mutual Respect Individual Liberty (2)</p>
Trips/Visits	Arnolfini Art Gallery		Haynes Motor Museum		Cannington Gardens	
Special Events	<p>Bonfire nights Harvest</p>	<p>Christmas Diwali</p>		Easter		

Computing

<p>Knowledge statements = National Curriculum</p> <p>Skills statements = ELiM plans</p>	<p><i>Online Safety – Am I kind and responsible online?</i></p> <p><u>Knowledge</u></p> <p><i>To know how to use technology safely and respectfully;</i></p> <p><i>To know where to go for help and support when they have concerns about material on the internet or other online technologies</i></p> <p><u>Skills</u></p> <p><i>To tell a trusted adult what I want to use a device for</i></p> <p><i>To use links to websites to find information</i></p> <p><i>To show a trusted adult when something worrying or unexpected happens when I am using a device</i></p> <p><i>To be careful about the icons I click or tap when I use technology devices</i></p>	<p><i>Online Safety – Am I safe?</i></p> <p><u>Knowledge</u></p> <p><i>To know how to keep personal information private;</i></p> <p><i>To know that something I put online can be seen by others</i></p> <p><u>Skills</u></p> <p><i>To use different technologies, with a trusted adult, to communicate responsibility with others</i></p> <p><i>To check the icons I click or tap when I use technology devices</i></p> <p>Multimedia – Upload pictures</p> <p><u>Knowledge</u></p> <p><i>To know how to use technology to create and present information</i></p>	<p><i>Online Safety – Am I healthy?</i></p> <p><u>Knowledge</u></p> <p><i>To know how to keep personal information private;</i></p> <p><i>To know that something I put online can be seen by others</i></p> <p><u>Skills</u></p> <p><i>To select from a list of apps, games and websites that a trusted adult gives me</i></p> <p><i>To use links to websites to find information</i></p> <p><i>To check the icons I click or tap when I use technology devices</i></p> <p>Multimedia – News Report</p> <p><u>Knowledge</u></p> <p><i>To know how to use technology to create and present information</i></p>
---	---	--	---

<p>Knowledge statements = National Curriculum</p> <p>Skills statements = ELiM plans</p>	<p style="text-align: center;">Programming – Bee Bot</p> <p style="text-align: center;"><u>Knowledge</u></p> <p>To know how to create and debug a program</p> <p style="text-align: center;"><u>Skills</u></p> <p>To give instructions to my friend and follow their instructions to move around;</p> <p>To describe what happens when I press buttons on a robot;</p> <p>To describe what actions I need to do to make something happen;</p> <p>To predict what will happen for a short sequence of instructions;</p> <p>To use the word debug when I correct mistakes when I program.</p> <p>Data Handling – Can I use pictograph and 2Count for data collection?</p> <p style="text-align: center;"><u>Knowledge</u></p> <p>To know how to use technology to organise information</p> <p style="text-align: center;"><u>Skills</u></p>	<p style="text-align: center;"><u>Skills</u></p> <p>To talk about the different ways I collect information;</p> <p>To make and save a graph using the data I collect;</p> <p>To talk about the data that is shown in my chart or graph.</p> <p>Technology in our lives – Can I identify technology in my local area?</p> <p style="text-align: center;"><u>Knowledge</u></p> <p>To know how to use technology to retrieve information</p> <p style="text-align: center;"><u>Skills</u></p> <p>To explain why I used technology in my home and community;</p> <p>To identify benefits of using technology including finding information and communicating with others;</p> <p>To start to understand that other people have created the information I use;</p> <p>To explain why I use technology in the classroom.</p>	<p style="text-align: center;"><u>Skills</u></p> <p>To use technology to organise and present my ideas in different ways;</p> <p>To save and open files on the device I use.</p> <p>Data Handling – Can I use a Venn diagram to present information?</p> <p style="text-align: center;"><u>Knowledge</u></p> <p>To know how to use technology to organise information</p> <p style="text-align: center;"><u>Skills</u></p> <p>To talk about the different ways I use technology to collect information;</p> <p>To make and save a graph using the data I collect;</p> <p>To talk about the data that is shown in my chart or graph;</p> <p>To explain what kind of information I could use to help me investigate a question.</p>
---	---	---	--

	<p>To make and save a chart or graph using the data I collect; To talk about the data that is shown in my chart or graph; To starting to understand a branching database; To tell you what kind of information I could use to help me investigate a question.</p> <p>Multimedia- Can I present information to be shared with others?</p> <p>Knowledge Know how to organise and present my ideas, including adding text and images</p> <p>Skills To present information we have researched about our current topic; To develop key board skills of creating a capital letter, enter to move to next line and space bar; To share the information with others using a class blog, school website, etc</p>	<p>Programming- Can I programme an online car?</p> <p>Knowledge Know that software can be used to create movement and patterns on a screen.</p> <p>Skills To describe what actions are needed to make something happen; To press the buttons in the correct order to make a robot do what is wanted; To begin to predict what will happen for a short sequence of instructions; To begin to use the word debug when I correct mistakes when I program.</p>	
--	---	--	--

KS1 Year B DT	EYFS	KS1	End of KS1 expectations
Design	<ul style="list-style-type: none"> * Knows how to select appropriate resources * Knows how to use gestures, talking and arrangements of materials and components to show design * Knows language of designing and making (join, build, shape, longer, shorter, heavier etc.) 	<p style="text-align: center;">Year B</p> <ul style="list-style-type: none"> * knows what they want to do and describe how they may do it * knows the purpose of product, how it will work and how it will be suitable for the user * knows how to describe design using pictures, words, models, diagrams, begin to use ICT * knows how to design products for themselves and others following design criteria * knows best tools and materials, and can explain choices * knows how to use knowledge of existing products to produce ideas 	<ul style="list-style-type: none"> * Knows how to design purposeful, functional, appealing products for themselves and other users based on design criteria * Knows how to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
Make	<ul style="list-style-type: none"> * Knows how to construct with a purpose, using a variety of resources * Knows how to simple tools and techniques * Knows how to build/ construct with a wide range of objects * Knows how to select tools & techniques to shape, assemble and join * Knows how to 	<p style="text-align: center;">Year B</p> <ul style="list-style-type: none"> * Knows what they are making and why it fits the purpose * Knows how to make suggestions as to what they need to do next. * Knows how to join materials/ components together in different ways 	<ul style="list-style-type: none"> * Knows how to select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] * Knows how to select from and use a wide range of materials and components, including construction materials, textiles

	<p>replicate structures with materials / components</p> <ul style="list-style-type: none"> *Knows and can discuss how to make an activity safe and hygienic * Knows how to record experiences by drawing, writing, voice recording * Knows different media can be combined for a purpose 	<ul style="list-style-type: none"> *Knows how to measure, mark out, cut and shape materials and components, with support. *Knows which tools they are using and why *Knows suitable materials and can explain choices depending on characteristics. *Knows finishing techniques to make product look good *Knows to work safely and hygienically 	<p>and ingredients, according to their characteristics</p>
Evaluate	<ul style="list-style-type: none"> *Knows to adapt work if necessary *Knows how to dismantle, examine, talk about existing objects/structures *Knows and manages some risks *Knows and practises some appropriate safety measures independently *Knows how to talk about how things work *Knows similarities and differences between existing objects / materials / tools *Knows about technological toys *Knows how to describe textures 	<p style="text-align: center;">Year B</p> <ul style="list-style-type: none"> * Knows what went well, thinking about design criteria *Knows about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion *knows how to evaluate how good existing products are *Knows about what they would do differently if they were to do it again and why 	<ul style="list-style-type: none"> *Knows and evaluates a range of existing products *Knows how to evaluate their ideas and products against design criteria

<p><u>Geography</u> <u>Locational</u> <u>knowledge</u></p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of 	<p><u>Local</u> <u>West Somerset</u></p> <p><i>Recap/learn 5 oceans</i></p> <p><i>Session 1 – What are the key geographical features of West Somerset?</i></p> <p>KN: Know that West Somerset is where our school is</p> <p>KN: Know what special places are in West Somerset – Minehead, Dunster, Wembleball Lake, Quantocks and Exmoor National Lake</p> <p><i>KN: Know by using maps what the physical geography of West Somerset is (towns, countryside, coasts, rivers)</i></p>		<p><u>UK</u> <u>London</u></p> <p><i>Recap/learn UK counties</i></p> <p><i>Session 1 – where is London?</i></p> <p>KN: Know that London is the capital city of England</p> <p>KN: Know that London is in the southeast part of England</p> <p>KN: Know that London is big with many buildings</p> <p>KN: Know that people from all over the world live in London.</p> <p><i>Session 2 – What is special about London?</i></p> <p>KN: Know the river Thames flows through London</p>		<p><u>International</u> <u>Asian Locality – Yangshuo</u></p> <p><i>Recap/learn 7 continents</i></p> <p><i>Session 1 – Where is China?</i></p> <p>KN – know that China is in Asia</p> <p>KN – Know the capital of China</p> <p>KN – know where China is on a globe and map</p> <p>KN – know the shape and size of China in relation to other countries</p> <p><i>Session 2 – What are some traditions and customs in China?</i></p> <p>KN – Know that China has different</p>	
--	--	--	---	--	--	--

<p>a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to 	<p>Session 2 – How has the physical geography impacted human land use?</p> <p>KN: Know what jobs parents do in West Somerset</p> <p>KN: Know that Butlins is a big source of employment</p> <p>Session 3: How does the human/physical features impact tourism?</p> <p>KN – Know that Minehead beach is a seaside town that brings in tourists</p> <p>KN – Know that Butlins and the West Somerset Railway also brings in tourists</p> <p>Session 4: How does the human/physical</p>		<p>KN: Know there is a famous clocktower with a bell inside called Big Ben.</p> <p><i>KN: Know the King lives in a palace called Buckingham Palace</i></p> <p>KN: Know the Tower of London is an old castle with lots of history.</p> <p>Session 3 – How do we find places on a map?</p> <p>KN: Know the purpose of a map</p> <p>KN: Know that the key helps us understand symbols</p> <p>KN: Know that a compass helps us know which way is which</p> <p><i>KN: Know the compass points</i></p>		<p>traditional music and clothing to us</p> <p>KN – know that they celebrate Chinese New Year</p> <p>KN – Know some foods that are popular in China</p> <p>Session 3 – What are some famous places in China?</p> <p><i>KN – know the famous landmarks – Great Wall of China, Terracotta Warriors, Forbidden City.</i></p> <p>KN – know the importance of each landmark.</p> <p>Session 4 – What is special about Yangshuo?</p> <p>KN – know that Yangshuo is in China</p>	
---	--	--	---	--	---	--

<p>refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and 	<p>features impact tourism?</p> <p>1/2 KN: Know that Minehead draws a lot of tourists to Minehead</p> <p>1/2 KN: Know that Dunster is a popular tourist site. Dunster By Candlelight used to be popular,</p> <p>Session 5: Exmoor National Park –</p> <p>KN: Know and Identify key landscapes e.g. moorland, forests, river</p> <p>KN: Know where Exmoor is on a map</p> <p>KN: Know how the physical features are shown on different maps.</p>		<p>Session 4: How do maps of London and Somerset look different?</p> <p>KN: Know that maps can be big or small</p> <p>KN: Know that we can find streets, parks and rivers on a map</p> <p>KN: Know that London has different areas – office/work district, parks, shops (Oxford Street) and streets houses)</p> <p>KN – Know where London and Somerset are on a map</p> <p>Session 5 – What’s the River Thames?</p> <p>KN: Know that it is a big river that runs through the middle of the city</p>		<p>KN – Know that Yangshuo is a town</p> <p>KN – know the physical geography of Yangshuo</p> <p>Session 5 – How is Yangshuo different from Watchet?</p> <p>KN – know some key differences between the 2 places</p> <p>KN – know key similarities between the 2 places</p> <p>Lesson 6 – What have I learned?</p> <p>Assess knowledge recall and use this lesson to fill in any gaps</p>	
--	--	--	--	--	--	--

<p>its countries, as well as the countries, continents and oceans studied at this key stage</p> <ul style="list-style-type: none"> • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks 	<p>Lesson 6 – What have I learned?</p> <p>Assess knowledge recall and use this lesson to fill in any gaps throughout the topic</p> <p>Skills</p> <p>SK Locational and place: Name and locate world's five oceans.</p> <p>SK Locational and place: Use world maps, atlases and globes to identify the town, city, village, mountain</p> <p>SK Locational and place: Name, locate and identify characteristics of the four countries, capital cities of the United Kingdom</p>		<p>KN: Know that the river has lots of bridges over it to connect parts of London</p> <p>KN: Know what Tower Bridge is and why it moves.</p> <p>KN: Know that people use rivers for transportation of people and goods</p> <p>KN: Know that rivers can provide fishing for food</p> <p>Lesson 6 – What have I learned?</p> <p>Assess knowledge recall and use this lesson to fill in any gaps throughout the topic</p> <p>Skills</p>		<p>throughout the topic</p> <p>Skills</p> <p>SK Locational and place: Name and locate world's seven continents and five oceans.</p> <p>SK Locational and place: Use world maps, atlases and globes to identify the countries, continents of Asia and Europe</p> <p>SK: Human and Physical: Compare UK with a contrasting country in the world</p> <p>SK Locational and human/physical: Compare local</p>	
--	--	--	---	--	---	--

<p>and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <ul style="list-style-type: none"> • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<p>SK Human and physical: Use vocab related to physical and human features (beach, cliff, town, shops etc)</p> <p>SK Human and physical: Know some physical and human features lead to tourism (in Minehead)</p> <p>SK Geographical and fieldwork: use world maps, atlases and globes to identify the UK and its countries</p> <p>SK Geographical and fieldwork: use aerial photos to recognise landmarks</p>		<p>SK – Locational and place: Locate UK and London on a map</p> <p>SK – Human and physical: identify human and physical features that lead to a successful city.</p> <p>SK – Locational and place: Comparing London and Somerset on a map</p> <p>SK Geographical and fieldwork: Use maps and atlases to identify UK and its countries</p> <p>SK Geographical and fieldwork: Use simple compass directions and directional language (near/far, left/right)</p>		<p>town/city with a contrasting town/city in a different country</p> <p>SK Human and physical: Use world maps, atlases and globes to identify the town, city, village, mountain, country – UK and North America</p> <p>SK Geographical and fieldwork: use world maps, atlases and globes to identify Asia and China</p> <p>SK Geographical and fieldwork: use aerial photos to recognise landmarks</p>	
--	---	--	---	--	--	--

			<i>to describe the location and features and routes on a map.</i>			
--	--	--	---	--	--	--

By the end of Year B, learners are able to locate the school and other local landmarks on a map and understand the different symbols used on maps. They will learn about their local area, a national and international location. They will learn about what the capital city is of the UK and an Asian locality. They will learn about the human and physical geography of each place. They will learn and consolidate learning of the 7 continents and capital cities of the UK. They will develop a broader geographical vocabulary.

KS1 Year B History	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Changes within living memory: Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].</p> <p>Lives of significant individuals in the past who have contributed to national and</p>	<p>Changes within living memory Childhood through time (1950, 1980, present)</p> <p><u>Knowledge</u></p> <p>1/2 KN a: Know how to use a timeline and place key periods of history</p> <p>1/2 KN b: Know that time could be represented as one year, a decade, 100 years and that lots of change takes place during this time</p> <p>1/2 KN c: Compare and contrast technology through the mentioned decades.</p>		<p>Events beyond living memory Great Fire of London</p> <p><u>Knowledge</u></p> <p>1/2 KN: Know and be able to explain what the Great Fire of London was</p> <p>1/2 KN: Know where to place the Great Fire of London on an historical timeline</p> <p>1/2 KN: Know how to locate London on a global and nationwide level. Identify significant</p>			<p>Significant historical events, people places in own locality Yankee Jack and Samuel Coleridge</p> <p>1/2 KN: Know and recall the name Yankee Jack and John Short</p> <p>1/2 KN: Know where to place the life of Yankee Jack on a timeline</p> <p>1/2 KN: Know what are the main connections that link Yankee Jack to Watchet (where he</p>

<p><i>international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</i></p> <p><i>significant historical events, people and places in their own locality.</i></p>	<p>1/2 KN d: Compare and contrast schooling through the mentioned decades.</p> <p>1/2 KN f: Compare and contrast music through the mentioned decades</p> <p><u>Skills</u></p> <p>1/2 SK His Inv: Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations</p> <p>1/2 SK Chron Und: Sequence artefacts and events that are close together in time</p> <p>1/2 SK Chron Und: Order dates from</p>		<p>place names in London related to Great Fire</p> <p>1/2 KN: Know what started the fire</p> <p>1/2KN: Know the main factors why the fire spread so fast and so far</p> <p>1/2KN: Know what impact the fire had on the people and the city of London</p> <p>1/2KN: Know how the city was rebuilt after the fire and what was learnt from the disaster.</p> <p><u>Skills</u></p> <p>1/2 SK His Inter: Start to use stories or accounts to</p>			<p>sailed from, sea shanties, statue)</p> <p>1/2 KN: Know why Sea Shanties were so important at the time. Name two sea shanties that they know.</p> <p>1/2 KN: Know and recall the name Samuel Coleridge and why he is famous</p> <p>1/2: Know where to place the life of Samuel Coleridge on an historical timeline</p> <p>1/2 KN: Know what the words 'ancient' and mariner' means as Coleridge's nickname</p> <p>1/2 KN: Make connections between</p>
--	---	--	--	--	--	--

	<p>earliest to latest on simple timelines</p> <p>1/2 SK Chron Und: Describe memories and changes that have happened in their own lives</p> <p>1/2 SK Chron Und: Use words and phrases such as: earliest, latest, modern, before, after, future</p>		<p>distinguish between fact and fiction</p> <p>1/2 SK His Inter: Explain that there are different types of evidence and sources that can be used to help represent the past.</p> <p>1/2 SK His Inv: Observe evidence to ask simple questions about the past</p> <p>1/2 SK Chron Und: Order dates from earliest to latest.</p> <p>1/2 SK Pres, org+comm: use historical vocabulary to retell simple stories about the past</p>			<p>Samuel Coleridge and Watchet (poem, poem on harbour wall, statue)</p> <p><u>Skills</u></p> <p>1/2 SK His Inter: Start to compare two versions of a past event</p> <p>1/2 SK His Inter: Explain that there are different types of evidence and sources that can be used to help represent the past</p> <p>1/2 SK Chron Und: Sequence events that are close together in time</p> <p>1/2 SK Pres, org+comm: Use drama/roleplay/songs</p>
--	--	--	---	--	--	--

<ul style="list-style-type: none"> • Knows how to perform musical patterns keeping a steady pulse 	<ul style="list-style-type: none"> • Knows how to create their own symbols to represent sound • Knows how to use sounds to create an effect on the listener 	<ul style="list-style-type: none"> • Knows how to listen to simple inter-related dimensions of music • Knows and describes what they have heard with simple vocabulary – loud, soft, high, low <ul style="list-style-type: none"> • Knows what they like and dislike
KS1 Year B- Greater Depth		
<ul style="list-style-type: none"> • Knows the importance of a warm up • Knows how to sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse 	<ul style="list-style-type: none"> • Knows simple structures (e.g. repetition and order) in a piece of music • Knows that phrases are where we breathe in a song 	<ul style="list-style-type: none"> • Knows whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe the effect

EYFS/KS1 Year B PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>♣ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>♣ participate in team games, developing simple tactics for attacking and defending.</p> <p>♣ perform dances using simple</p>	<p>Unit 1 Multi-ability Cog Focus: Personal and Social.</p> <p><u>Knowledge</u> I know how to develop coordination through footwork.</p> <p><u>Skills</u> EYFS: Side step in both directions EYFS: Gallop, leading with either foot. EYFS: Hop on either foot EYFS: Skip</p>	<p>Unit 2 Multi-ability Cog Focus: Personal and Social.</p> <p><u>Knowledge</u> I know how to perform a dynamic balance by jumping and landing.</p> <p><u>Skills</u> EYFS: Jump from 2 feet to 2 feet forwards, backwards and side-ways. EYFS: Jump from 2 feet to 2 feet with a quarter turn in both directions.</p>	<p>Unit 3 Multi ability cog focus: Cognitive</p> <p><u>Knowledge</u> I know how to perform a dynamic balance on a line.</p> <p><u>Skills</u> EYFS: Walk forwards on the line with fluidity and minimum wobble. EYFS: Walk backwards on the line with fluidity and minimum wobble.</p>	<p>Unit 4 Multi ability cog focus Creative</p> <p><u>Knowledge</u> I know how to perform a counter balance with a partner.</p> <p><u>Skills</u> EYFS: Sit holding both hands with toes touching, lean together then apart. EYFS: Repeat holding one hand. EYFS: Sit holding hands with toes touching and rock forwards,</p>	<p>Unit 5 Multi ability cog focus: Physical</p> <p><u>Knowledge</u> I know how to develop coordination by sending and receiving.</p> <p><u>Skills</u> EYFS: Roll a ball and collect the rebound. EYFS: Throw a large ball and collect the rebound with 2 hands. 1SK: Throw a small ball, catch</p>	<p>Unit 6 Multi ability cog focus: Health and Fitness</p> <p><u>Knowledge</u> I know how to develop agility through sending and retrieval.</p> <p><u>Skills</u> EYFS: Roll a ball, chase and collect it in a balanced position facing the opposite direction. EYFS: Chase a ball which is rolled by a partner and collect it in a balanced</p>

<p><i>movement patterns.</i></p>	<p>1SK: Combine side steps with 180° front pivots. 1SK: Combine side steps with 180° reverse pivots. 1SK: Skip with knee and elbow at 90°. 1SK: Hopscotch forwards and backwards. 2SK: Hopscotch forwards and backwards, alternating hopping leg each time 2SK: Move in a 3-step zigzag pattern forwards 2SK: Move in a 3-step zigzag pattern backwards</p>	<p>1SK: Jump 2 feet to 1 foot and freeze on landing. 2SK: Jump from 2 feet to 2 feet with 180° turn in either direction. 2SK: Complete a tucked jump. 2SK: Complete a tucked jump with 180° turn in either direction.</p> <p><u>Knowledge</u> I know how to perform a static balance while seated.</p> <p><u>Skills</u></p>	<p>1SK: Walk fluidly, lifting knees to 90°. 1SK: Walk fluidly, lifting heels to your bottom. 2SK: Pick up a cone from one side and place it on the other side with same hand. 2SK: Return it to the opposite side using the other hand. 2SK: Sit in a dish shape and hold it for 5 seconds.</p> <p><u>Knowledge</u> I know how to perform a static balance in a stance.</p>	<p>backwards and side-to-side. 1SK: While standing, hold hands with a long base. Lean back and hold the balance then move back together. 1SK: Repeat with only holding one hand. 2SK: Hold on and, with a short base, lean back, hold balance and then move back together. 2SK: Hold on with 1 hand and, with a short base, lean back,</p>	<p>rebound with <u>same</u> hand after 1 bounce. 1SK: Repeat without a bounce. 1SK: Throw a small ball, catch rebound with <u>other</u> hand after 1 bounce. 1SK: Repeat without a bounce. 1SK: Strike a large, soft ball along the ground with hands 5 times in a rally. 2SK: Strike a ball with alternate hands in a rally with... 2SK: Kick a ball with the same</p>	<p>position facing the opposite direction. 1SK: Start seated/lying position, throw a bouncing ball, chase and collect it in a balanced position facing the opposite direction. 1SK: Repeat with the ball being fed by a partner. 2SK: Chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction.</p>
----------------------------------	--	---	---	--	---	---

	<p><u>Knowledge</u> I know how to perform a static balance on one leg.</p> <p><u>Skills</u> EYFS: Stand still for 10 seconds on one leg and repeat on the other leg. 1SK: Stand still for 30 seconds on one leg. 1SK: Perform 5 mini squats on one leg. 1SK: Repeat on the other leg. 2SK: Stand still for 30 seconds with eyes closed.</p>	<p>EYFS: Balance using 5 points of contact. (Both hands, feet and bottom) EYFS: Balance using 4 points. (combination of above) EYFS: Balance using 3 points. EYFS: Balance using 2 points. EYFS: Balance on 1 point (just bottom). 1SK: In a seated balance, pick up a cone from one side, swap hands and place it on the other. 2SK: Pick up a cone from one</p>	<p><u>Skills</u> EYFS: Stand on a line in a good stance for 10 seconds. 1SK: Stand on a low beam in a good stance for 10 seconds. 1SK: Receive a small force from various angles. 2SK: Raise alternate feet 5 times. 2SK: Raise alternate knees 5 times. 2SK: Catch ball at chest height and throw it back.</p>	<p>hold balance and then move back together. 3. Perform above challenges with eyes closed.</p> <p><u>Knowledge</u> I know how to develop coordination through ball skills.</p> <p><u>Skills</u> EYFS: While seated, roll a ball along the floor around your body using 2 hands. EYFS: Repeat using 1 hand. EYFS: While seated, roll a ball down legs and around</p>	<p>foot with... 2SK: Kick a ball with alternate feet. 2SK: Roll 2 balls alternately using both hands, sending 1 as the other is returning.</p> <p><u>Knowledge</u> I know how to develop agility through reaction and response.</p> <p><u>Skills</u> EYFS: Standing 1 metre away, react and catch a large ball dropped from shoulder height after 2 bounces.</p>	<p>2SK: Chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction. 2SK: Complete above challenges with tennis ball.</p> <p><u>Knowledge</u> I know how to perform a static balance during floor work.</p> <p><u>Skills</u> EYFS: Hold a mini-front support position. EYFS: Reach round and point to ceiling</p>
--	--	--	---	--	---	---

	<p>2SK: Complete 5 squats with control.</p> <p>2SK: Complete 5 ankle extensions with smooth, controlled movements.</p>	<p>side and place it on the other side with same hand.</p> <p>2. Return it to the opposite side using the other hand.</p> <p>3. Sit in a dish shape and hold it for 5 seconds.</p>		<p>upper body using 2 hands.</p> <p>EYFS: Stand and roll a ball up and down legs and around upper body using 2 hands.</p> <p>1SK: While seated, roll a ball down legs and around upper body using 1hand.</p> <p>1SK: Stand and roll a ball up and down legs and around upper body using 2 hands.</p> <p>2SK: Stand with legs apart and move a ball around 1 leg 16 times (right and left leg).</p>	<p>EYFS: Repeat allowing only 1 bounce.</p> <p>EYFS: Repeat starting from 2 then 3 metres away.</p> <p>1SK: Standing 1 metre away, react and catch a small ball dropped from shoulder height after 1 bounce.</p> <p>1SK: Repeat starting from 2 then 3 metres away.</p> <p>2SK: From 1, 2 and 3 metres react and catch tennis ball dropped from shoulder height</p>	<p>with either hand in mini-front support.</p> <p>1SK: Place cone on back and take it off with other hand while in a mini-front support.</p> <p>1SK: Hold mini-back support position.</p> <p>1SK: Place a cone on tummy and take it off with other hand in mini-back support.</p> <p>2SK: Hold full front support position.</p> <p>2SK: Lift 1 arm and point to the ceiling with either hand in front support.</p>
--	--	--	--	--	---	--

				<p>2SK: Move a ball round waist 17 times.</p> <p>2SK: Stand with legs apart and move a ball around alternate legs 16 times.</p>	<p>after 1 bounce, balancing on 1 leg.</p>	<p>2SK: Transfer cone on and off back in front support.</p>
--	--	--	--	---	--	---

KS1 Year B PSHE			
Half term / Key question:	Topic	In this unit of work, pupils will know...	Quality Assured resources to support planning
Autumn 1 What makes a good friend?	Relationships Friendship; feeling lonely; managing arguments PoS refs: R6, R7, R8, R9, R25	<ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy 	FPA – Growing up with Yasmine and Tom (5-7), Friendships and feelings (E)
Autumn 2 What is bullying?	Relationships Behaviour; bullying; words and actions; respect for others PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25	<ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so 	1 decision (5-8) - Relationships E
Spring 1 What jobs do people do?	Living in the wider world People and jobs; money; role of the internet PoS refs: L15, L16, L17, L7, L8	<ul style="list-style-type: none"> • how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life 	

<p>Spring 2</p> <p>What helps us to stay safe?</p>	<p>Health and wellbeing</p> <p>Keeping safe; recognising risk; rules</p> <p>PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9</p>	<ul style="list-style-type: none"> • how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them 	<p>Thinkuknow: Jessie and Friends</p> <p>1 decision (5-8) – Computer safety / Hazard watch E</p> <p>Red Cross - Life. Live it 'Stay safe'</p> <p>Islington Healthy Schools Team – DrugWise E</p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>
<p>Summer 1</p> <p>What can help us grow and stay healthy?</p>	<p>Health and wellbeing</p> <p>Being healthy: eating, drinking, playing and sleeping</p> <p>PoS refs: H1, H2, H3, H4, H8, H9</p>	<ul style="list-style-type: none"> • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their health, including dental health • how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps bodies to grow and how to keep safe and well in the sun 	<p>1 decision (5-8) -Keeping/staying healthy E</p> <p>PSHE Association - Dental Health</p>
<p>Summer 2</p> <p>How do we recognise our feelings?</p>	<p>Health and wellbeing</p> <p>Feelings; mood; times of change; loss and bereavement; growing up</p> <p>PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27</p>	<ul style="list-style-type: none"> • how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they might need help with feelings and how to ask for help when they need it 	<p>PSHE Association – Mental health and wellbeing lessons (KS1)</p> <p>1 decision (5-8) – Feelings and emotions E</p>

<p>KS1 Year B RE</p>	<p><u>What do Christians believe about love? (Agape)</u></p> <ul style="list-style-type: none"> • Know how many disciples Jesus had and why they were chosen • Know Jesus taught people that they should be loving, kind and forgiving because this is what God is like • Know some parables told by Jesus and explain the meaning of those shared • Know how the Christian belief of Agape is lived out by Christians <p><u>Methodist Unit – Belonging Together</u></p> <ul style="list-style-type: none"> • Know how the symbols of light and dark are used in Christianity • Recognise their own emotions linked to light and dark 	<p><u>Methodist Unit – Belonging Together</u></p> <ul style="list-style-type: none"> • Know that some symbols show that two people are getting married such as rings, special clothes, prayers or promises • Know ways that people show that they belong to each other • Know some ways Christians belong to their religion • Know some signs of belonging, including religious signs <p><u>What do Christians believe about forgiveness? (linked to Easter)</u></p> <ul style="list-style-type: none"> • Know that the Christian Holy book is called the Bible, and that it is divided into two parts – Old Testament and New Testament. • Know Christians find out what God is like and how he wants people to live • from the Bible. 	<p><u>What do Jewish people believe about G-d and the Covenant?</u></p> <ul style="list-style-type: none"> • Know that Jews believe in one G-d who created the universe. • Know the basic elements of the story which is found in Genesis. • Know the Jewish name for G-d. • Know the Star of David is a symbol for Judaism and know what it represents. • Know that Jews live all over the world, but that Israel is a special place for them. <p><u>Methodist Unit – Belonging Together</u></p> <ul style="list-style-type: none"> • Know how music can enable Christians to express their thoughts and feelings in worship
----------------------------------	---	--	---

	<ul style="list-style-type: none"> • Connect what they know about festivals with the symbols of light and dark • Know what 'lights up their lives' 	<ul style="list-style-type: none"> • Recall stories from the Bible associated with the last eight days of Jesus' life • Know the order of events in the Biblical narrative of Easter • Understand that Christians believe that because Jesus died, they can be forgiven by God • Understand that Christians believe that Jesus rose from the dead, giving hope of a new life. 	<ul style="list-style-type: none"> • Know that music matters and can stir people deeply and know how to respond sensitively <p>Explore own thoughts and feelings about music</p>
--	--	---	---

KS1 Year B Science	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>To think scientifically:</p>	<p>Animals, including humans</p> <p>What is a lifecycle?</p>	<p>Habitats and Lifecycles</p> <p>What is a habitat?</p>	<p>Everyday Materials</p>	<p>Materials- squash, bend, twist</p>	<p>Plants- Ready, Steady, Grow</p>	<p>Habitats</p> <p>What life can be found in a garden?</p>

<ul style="list-style-type: none"> • Ask simple questions recognising that they can be answered in different ways • Observe closely using simple equipment • Perform simple tests • Identify and classify <ul style="list-style-type: none"> • Use observations and ideas to suggest answers to questions • Gather and record data to help answer questions 	<p><u>Knowledge</u></p> <p>Know how animals including humans have offspring which grow into adults, using the appropriate names for the stages</p> <p><u>Skills</u></p> <p>Ask questions and use secondary sources to find out about the life cycles of some animals</p> <p>Ask questions of a parent about how they look after their baby</p> <p>Describe, using diagrams, the life cycle of some animals, including humans, and their</p>	<p><u>Knowledge</u></p> <p>Know and can explain the differences between things that are living, dead, and things that have never been alive</p> <p>Knows and can name a variety of plants and animals in their habitats, including micro-habitats</p> <p>Know that to survive animals need sunlight, water, air, food and a suitable habitat (including shelter for protection from</p>	<p>Are all materials the same?</p> <p><u>Knowledge</u></p> <p>Know the difference between materials that are transparent, translucent and opaque.</p> <p>Know and can explain why some materials including wood, metal, plastic, glass, brick, rock, paper and cardboard are suited to specific purposes.</p> <p><u>Skills</u></p> <p>Classify and sort materials by their</p>	<p>How do materials help us explore?</p> <p><u>Knowledge</u></p> <p>a: Know how to find out how the shapes of solid objects are made from some materials and can be changed by squashing, bending, twisting and stretching.</p> <p><u>Skills</u></p> <p>d: Explain from their observations how materials change when a force is exerted on them by squashing, bending, twisting and stretching.</p>	<p>Can you keep a plant alive?</p> <p><u>Knowledge</u></p> <p>h: Know that plants may grow from either seeds or bulbs.</p> <p>i: Know that seeds and bulbs can germinate and then grow into seedlings and then continue to grow into mature plants.</p> <p>j: Know that mature plants may have flowers which then develop into seeds, berries and fruits etc.</p> <p>Knows that seeds and bulbs need to</p>	<p><u>Knowledge</u></p> <p>o: Know that most living things live in habitats to which they are suited</p> <p>p: Know and can describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p><u>Skills</u></p> <p>t: Explore the outside environment regularly to find objects that are</p>
--	---	---	--	---	---	---

	<p>growth to adults e.g. by creating a life cycle book for a younger child</p> <p>Measure/observe how animals, including humans, grow.</p> <p>Collate what they know about looking after a baby/animal by creating a parenting/pet owners' guide</p>	<p>predators and the environment.</p> <p>Knows and can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and make the different sources of food</p> <p><u>Skills</u></p> <p>Explain how development and health might be affected by differing conditions and needs being met/not met</p> <p>Observe animals growing over a</p>	<p>properties e.g. manmade, natural</p> <p>Investigate and observe what happens to different materials during testing and use this to inform explanation of their properties</p> <p>Investigate which materials are fit for a purpose e.g. What is the best material for an umbrella?</p>	<p>Investigate the transparency of objects, recording class data in a table and drawing simple conclusions from the findings.</p> <p>Ask and answer questions about everyday materials</p>	<p>be planted at particular times of the year and will germinate and grow at different rates.</p> <p>Knows that some plants are better suited to growing in full sun and some grow better in partial and full shade.</p> <p>Knows that plants need water, light and a suitable temperature to grow and stay healthy</p> <p><u>Skills</u></p> <p>Make close observations of seeds and bulbs</p>	<p>living, dead and have never lived</p> <p>Classify objects found in the local environment</p> <p>Can sort into living, dead and never lived</p> <p>Can give key features that mean the animal or plant is suited to its microhabitat</p> <p>Using a food chain can explain what animals eat</p> <p>Can explain in simple terms why an animal or plant is suited to a habitat</p>
--	--	--	---	--	--	--

		<p>period of time e.g. chicks, caterpillars, a baby</p> <p>Observe animals and plants carefully, drawing and labelling diagrams</p> <p>Create simple food chains for a familiar local habitat from first hand observation and research</p> <p>Create simple food chains from information given e.g. in picture books (Gruffalo etc.)</p>			<p>Classify seeds and bulbs</p> <p>Research and plan when and how to plant a range of seeds and bulbs</p> <p>Look after the plants as they grow – weeding, thinning, watering etc.</p> <p>Make close observations and measurements of their plants growing from seeds and bulbs</p> <p>Make comparisons between plants as they grow</p> <p>Can spot similarities and</p>	
--	--	--	--	--	--	--

					difference between bulbs and seed	
--	--	--	--	--	--------------------------------------	--

By the end of Year B:

Learners are able to explain what a lifecycle is using appropriate vocabulary and can recognise different habitats. They are able to describe materials and how they can be changed. They can use scientific vocabulary linked to plants, animals and materials. They are curious and able to ask questions about what they notice. They should be developing their scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things and carrying out simple tests.