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| **Substantive knowledge**  Our curriculum supports pupils to:   * Understand concepts, themes and genres * Acquire and apply knowledge and skill * Develop vocabulary | | | | | | | **Disciplinary knowledge**  Our curriculum supports pupils to:   * Ask questions * Investigation to find new information * Present, organise and communicate | | | | |
| **KS1 TIER 1** | | | | | | | | | | | |
| **Key concepts**  **Key vocabulary** | **Animals inc. humans** | | **Plants** | | **Everyday materials** | | | **Living things and their habitats** | | **Seasonal change** | |
| Tier 1 | Accessing Prior Learning?  **What parts of your body do you know? How is your body different to your pet’s body?** (FS2 UTW/PSED – All About Me) | | Accessing Prior Learning:  **Can you describe some of the plants and trees in our school grounds?**  (FS2 UTW – Class tree, school gardening area, outdoor area planters) | | Accessing Prior Learning:  **What are the things I use made from?** (FS2 UTW – everyday personal items eg pencil, book bag, coat, water bottle). | | | Accessing Prior Learning:  **Is the weather the same in all parts of the world?**  (FS2 UTW – it is warmer on holiday abroad) | | Accessing Prior Learning:  **What happens to the leaves on your class tree throughout the year?**  (FS2 UTW – Seasonal change) | |
| Acquiring + Attempting New Learning:   * identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals * identify and name a variety of common animals that are carnivores, herbivores and omnivores * describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) * identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. * notice that animals, including humans, have offspring which grow into adults * find out about and describe the basic needs of animals, including humans, for survival (water, food and air) * *describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. To be taught through PSHE*   Cycle A animal name, identify and compare focus:  • Pets  Cycle A basic needs focus:  • Chicken/egg  Cycle B animal name, identify and compare focus:  •Woodland animals  Cycle B basic needs focus:  • Cow/calf (contact local farmers) | | Acquiring + Attempting New Learning:   * identify and name a variety of common wild and garden plants, including deciduous and evergreen trees * identify and describe the basic structure of a variety of common flowering plants, including trees. * observe and describe how seeds and bulbs grow into mature plants * find out and describe how plants need water, light and a suitable temperature to grow and stay healthy   Cycle A comparative investigation focus:  • Cress seeds  Cycle B investigation focus  • Bean plants | | Acquiring + Attempting New Learning:   * distinguish between an object and the material from which it is made * identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock * describe the simple physical properties of a variety of everyday materials * compare and group together a variety of everyday materials on the basis of their simple physical properties. * identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses * find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.   Cycle A comparative investigation focus:  • Waterproof (to create an umbrella)  Cycle B comparative investigation focus  • Strength (to build a house for a toy) | | | Acquiring + Attempting New Learning:   * explore and compare the differences between things that are living, dead, and things that have never been alive * identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other * identify and name a variety of plants and animals in their habitats, including micro-habitats * describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food   Cycle A habitat focus:  • Arctic  Cycle A microhabitat focus:  • Under a log  Cycle B habitat focus:  • Under water  Cycle B microhabitat focus:  • Grass | | Acquiring + Attempting New Learning:  **To be taught continually across the year linked to the class tree.**   * observe changes across the four seasons * observe and describe weather associated with the seasons and how day length varies.   Class tree – Sycamore | |
| **Additional vocabulary (included in the non-statutory guidance)** | Care of animals  Habitat  Local environment  Head  Neck  Arms  Elbow  Legs  Knees  Ears  Face  Eyes  Hair  Mouth  Teeth | Reproduction \*  Growth \*  Egg /chick/ chicken  egg/caterpillar/pupa/butterfly  Spawn/tadpole/frog  Lamb/sheep  Baby  Toddler  child  Teenager  Adult | Leaves  Flowers  Blossom  Petals  Fruit  Roots  Bulb  Seed  Trunk  Branches  Stem | Germination  Growth  Survival  Reproduction | hard  soft  stretchy  stiff  shiny  dull  rough  smooth  bendy  not bendy | waterproof  not waterproof  absorbent  not absorbent  opaque  transparent  Suitable  Unsuitable  properties | | Characteristics  Alive  Healthy  Woodland  Ocean  Seashore  Rainforest  Food source |  | Spring  Summer  Autumn  Winter |  |
| Cycle A  Scientist and career study | Chris Packham  (Animal Conservationist, Wildlife photographer)  Zoologist  (studies animals) | | Beatrix Potter  (Author and Botanist)  Arborist  (cares for and manages trees) | | Charles Macintosh  (Inventor of waterproof material)  Mechanical engineer (designs, analyses and manufactures mechanical systems) | | | Prem Singh Gill  (Polar Scientist)  Taxonomist (classifies animals and plants) | | Liam Dutton  (Weatherperson/Meteorologist)  Meteorologist (weather forecaster) | |
| Cycle B  Scientist and career study | Malaika Vaz  (Wildlife Videographer and National Geographic Explorer)  Wildlife photographer  (takes pictures of animals and plants) | | Arit Anderson  (Garden Designer and presenter of Gardeners World)  Arborist  (cares for and manages trees) | | Danial Azahan  (Mechanical engineer)  Builder (builds structures) | | | Dawood Qureshi  (Marine Biologist who studies  wildlife in the ocean)  Wildlife Filmmaker (creates films and documentaries about wildlife) | | Farmer Tom ( <https://www.greatscienceshare.org/seasonal-changes>)  Weather person (gives weather forecasts) | |
|  | Applying Essential Learning:  **Do living things change or stay the same?** | | Applying Essential Learning:  **What should I do to grow a healthy plant?** | | Applying Essential Learning: **How do we choose the best material?** | | | Applying Essential Learning:  **Why do different animals live in different places?** | | Applying Essential Learning:  **What is it like in Winter, Spring, Summer and Autumn?** | |
| Impact evidence:   * Pupil knowledge * Class floor books * Displays * English books | | | | | | | | | | | |