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| **Pendeen SCIENCE SCOPE, CONTENT and SEQUENCING Year B KEY STAGE 1** | | | | | | | |
| Year Group:  1 / 2 | Half term:  Autumn term 1  YEAR B | SCOPE:  Animals including Humans | CONTENT / INTENT:  Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.  Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **EYFS –** Pupils should be able to show care and concern for living things and be able to identify common animals such as dogs, cats, cows and pigs. | LO:  To be able to classify animals | LO: to be able to identify vertebrates and invertebrates | LO: to be able to identify a reptile and bird | LO: to be able to identify a fish and amphibian | LO: to be able to identify a mammal | LO: to be able to write a fact file about carnivores, herbivores and omnivores | **Yr. 2 – Animals Including Humans –** Notice that animals, including humans, have offspring which grow into adults.  **Yr. 2 – Animals Including Humans –** Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).  -Memory book and use low stake questioning to embed into long-term memory  . |
| SC: I can classify animals into their groups  I can say the characteristics of an animal | SC: I can say what makes a vertebrate  I can say what makes an invertebrate  I can distinguish between the two and explain my findings | SC: I can say what a reptile is  I can say what a bird is  I can  I can describe the features of a particular animal | SC: I can say what a fish is  I can say what a amphibian is  I can  I can describe the features of a particular animal | SC: I can say what a mammal is  I can describe the features of a particular animal | SC: I can identify  carnivores, herbivores and omnivores  I can describe their features  I can write a fact file about one of my chosen animals |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Fin, Flipper, Tail, Fur, Milk, Classify, Scale, Features, Carnivore, Herbivore, Omnivore, Diet, Nutrition. | | | | | | |

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| **Pendeen SCIENCE SCOPE, CONTENT and SEQUENCING Year B KEY STAGE 1** | | | | | | | |
| Year Group:  1 / 2 | Half term: AUTUMN TERM 2  YEAR B | SCOPE: Animals including humans | CONTENT / INTENT:  Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **EYFS –** Pupils should be able to name the main external parts of the body. | LO: To be able to identify which part of the body helps us to smell | LO:To be able to identify which part of the body helps us to taste | LO: To be able to identify which part of the body helps us to hear | LO: To be able to identify which part of the body helps us to touch | LO: To be able to identify which part of the body helps us to see | LO: To be able to cook a menu of food showcasing the 5 senses | **Yr. 2 – Animals Including Humans –** Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).  Memory book and use low stake questioning to embed into long-term memory |
| SC:  I can explain the function of the nose  I can explain its importance for keeping healthy | SC:  I can explain how the tongues works  I can talk about he different taste receptors | SC:I can explain how the ear works  I can talk about the different frequency animals and humans can hear | SC:  I can explain the importance of touch  I can explain the importance of skin on a human | SC:  I can talk about the function of the eyes  I can talk about the importance of keeping a healthy eye sight | SC:  I can produce a menu that excites the 5 senses  I can write the menu |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Sense, Taste, Smell, Touch, Sight, Hearing. | | | | | | |

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| **Pendeen SCIENCE SCOPE, CONTENT and SEQUENCING Year B KEY STAGE 1** | | | | | | | |
| Year Group:  1 / 2 | Half term:  Spring term 1  YEAR B | SCOPE: Every day materials | CONTENT / INTENT:   1. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. 2. Compare and group together a variety of everyday materials on the basis of their simple physical properties. 3. Describe the simple physical properties of a variety of everyday materials.   Distinguish between an object and the material from which it is made. | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **EYFS –** Pupils may be able to recognise what various objects are made from. | LO: TO be able to identify materials | LO:To be able identify the materials from which objects are made | LO:To be able describe the properties of materials | LO: To be able to investigate the physical properties of materials | LO:To investigate the properties of waterproof and absorbent | LO:To be able to design an underwater house and write about it | **Yr. 2 – Uses of Everyday Materials -** Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.  **Yr. 2 – Uses of Everyday Materials -** Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.  -Memory book and use low stake questioning to embed into long-term memory |
| SC:I can sy what materials are  I can explain why they are different | SC:  I can say what objects are made from  I can say why objects are made form particular materials | SC:  I can say what the physical properties area  I can use scientific words to describe | SC:I can carry out an experiment  I can explain my findings  I can record my finding simply | SC: I can carry out an experiment  I can explain my findings  I can record my finding simply | SC: I can say why I have a chosen a certain material  I can design my house  I can write about my house |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Transparent, Waterproof, Absorbent, Material, Solid, Property. Stretchy, Bouncy, Material, Solid, Property, Elasticity, Plasticity. | | | | | | |

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| **Pendeen SCIENCE SCOPE, CONTENT and SEQUENCING Year B KEY STAGE 1** | | | | | | | |
| Year Group:  1 / 2 | Half term:  SPRING TERM 2  YEAR B | SCOPE:  PLANTS | CONTENT / INTENT:  Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **EYFS –** Pupils should know that plants grow in soil and may be able to recognise a leaf and a flower. | LO:To be able to understand the difference between a bulb and a seed | LO:To be able to name different trees | LO:To be able to name common flowers | LO:To be able to name wild flowers | LO:To be able to name garden flowers | LO: To be able to identify deciduous and evergreen flowers | Y2- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.  Identify and name a variety of common wild and garden plants, including deciduous and evergreen plants  Memory book and use low stake questioning to embed into long-term memory  . |
| SC:  I can explain the difference  I can explain the difference in their growth | SC:I can name a variety of trees  I can identify a tree by looking at its leave | SC: I can name some common flowers  I can name some common flowers native to my local area | SC: I can name some wild flowers  I can name some wild flowers native to my local area | SC: I can name some garden flowers  I can name some garden flowers native to my local area | SC: I can explain deciduous and evergreen  I can spot some of these in my local area |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Seeds, bulb, tuber, germination, growth, stem, leaf, flower, root, annual, perennial. | | | | | | |

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| **Pendeen SCIENCE SCOPE, CONTENT and SEQUENCING Year B KEY STAGE 1** | | | | | | | |
| Year Group:  1 / 2 | Half term: SUMMER TERM 1 YEAR B | SCOPE:  plants | CONTENT / INTENT:  Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **EYFS –** Pupils should know that plants grow in soil and may be able to recognise a leaf and a flower. | LO:To be able plant a bean and record its growth | LO: To be able label the parts of a plant | LO: To understand the conditions a plant needs to grow | LO:To be able to grow flowers and vegetables in the school grounds | LO: To be able to grow flowers and vegetables in the school grounds | LO:To be able to write a set of instructions on how to grow a bean | Y2- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.  Identify and name a variety of common wild and garden plants, including deciduous and evergreen plants  Memory book and use low stake questioning to embed into long-term memory  . |
| SC: I can carry out an experiment to grow a bean  I can say what conditions the bean will need to grow | SC:I can label the basic functions of the plant  I can say the functions of a plant | SC; I can explain the conditions a plant needs to grow  I can maintain the perfect conditions for my bean to grow | SC: I can plant flowers and veg in the right condition  I can check on the conditions and alter these to support growth | SC: I can say when a seed or bulb has started to germinate  I can explain the different parts of the flower or vegetable as it grows | SC: I can write a set of instructions  I can explain clearly my thoughts |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Seeds, bulb, tuber, germination, growth, stem, leaf, flower, root, annual, perennial. | | | | | | |

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| **Pendeen SCIENCE SCOPE, CONTENT and SEQUENCING Year B KEY STAGE 1** | | | | | | | |
| Year Group:  1 / 2 | Half term: SUMMER TERM 2  YEAR B | SCOPE: SEASONAL CHANGE | CONTENT / INTENT:  Observe changes across the four seasons.  Observe and describe weather associated with the seasons and how day length varies. | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **EYFS –** Pupils may know that it gets colder in the winter, and darker earlier in the day, and warmer in the summer and the days are longer. | LO: To be able to name the different seasons | LO: To be able to understand day length across the seasons | LO: To be able to explain the different weathers in the UK and across the world | LO:To be able to make a rain gauge and record my results | LO:To be able to present my results in a form of simple charts and graphs | LO:To be able to write an instructional text on how to make a rain gauge | **Yr. 3 – Light -** Recognise that they need light in order to see things and that dark is the absence of light.  **Yr. 3 – Light -** Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.  Memory book and use low stake questioning to embed into long-term memory |
| SC:  I can name the different seasons  I can say what season I was born in | SC: I can describe night an day  I can say why some days are longer than others | SC: I can explain the different seasons across the UK  I can explain the different seasons across the world  I can explain the difference in weather in the UK and the world | SC: I can follow simple instructions  I can complete a record sheet  I can take accurate readings | SC:I can explain my results  I can show my results in several different ways | SC:I can write a set of instructions  I can clearly explain the steps |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Celsius, Temperature, Thermometer, Season, Change, Rainfall, Centimetres.  Hemisphere, Globe, Equator, Day, Night, Clockwise, Anticlockwise, Axis, Sunrise, Sunset Annual, Average, Temperature, Rainfall, Weather, Climate.  Anemometer, Windspeed, Static. | | | | | | |