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| Term | Prior Knowledge | Learning Sequence | Future Learning |
| Autumn 1 |  | -Know the different parts of the face (e.g. hair, eyes, ears, nose, mouth) | -I can draw and label the basic parts of the human body  -I can state which part of the body is associated with each sense |
|  | -Know the senses smell and sight and associate with eyes and nose | -I can name the 5 senses  -I can state which part of the body is associated with each sense |
|  | -Knowledge of vocabulary around the senses (e.g. smell, touch, taste) | -I can name the 5 senses  -I can state which part of the body is associated with each sense |
|  | -Knowledge of basic features (face, body, arms, legs, head, neck hands, feet, fingers, toes) | -I can draw and label the basic parts of the human body |
|  | -Draw basic human shapes | -I can draw and label the basic parts of the human body |
|  | -Know ways to eat healthily and that exercise is important to be healthy | -I can explain why exercise is important for humans  -I can describe the impacts of exercise |
|  | -Know that some trees have leaves and at some points they fall off/ change colour | -I can explain that the weather starts to get colder in autumn and leaves turn brown and fall off deciduous trees |

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| Term | Prior Knowledge | Learning Sequence | Future Learning |
| Autumn 2 |  | - Name some different common materials: paper, card, metal, water, wood and stone | -I can identify and name common materials: plastic, wood, metal, water, glass, paper, fabric, brick and stone |
|  | -Know some objects are made of different things (e.g. table – wood) | -I can state some objects that might be made of a common material |
|  | - Describe materials using different language: hard, soft, bendy, smooth and rough | -I can compare and group together common materials based on their properties  -I can describe if an object is shiny or dull  -I can describe if an object is hard or soft  -I can describe if an object is stretchy, bendy or stiff  -I can describe if an object is smooth or rough |
|  | -Identify basic materials in common objects: desk (wood), display (paper) and chair legs (metal) | -I can tell the difference between an object and the materials it's made from |
|  | -Know that some things do not let water through and some do | -I can explain what waterproof and absorbent means  -I can describe if an object is waterproof or absorbent |
|  | -Make appropriate choices about what to use materials for based on their properties (e.g. plastic for roof of den because it stops water – is waterproof) | -I can compare and group together common materials based on their properties  -I can identify and compare the suitability and uses common materials: wood, glass, plastic, metal, paper, cardboard, fabric and rubber |
|  | -Be aware that some objects can change (ice turning to water, chocolate melting) | -I can find out how some solids shapes can be changed by squashing, bending, twisting and stretching  -I can explain the difference between a solid and liquid |
|  | -Know that light can come from different sources: the sun, torches, lightbulbs and fire. | -I can define a light source |
|  | -Understand the difference between light and dark | -I can explain what dark is |
| Term | Prior Knowledge | Learning Sequence | Future Learning |
| Spring 1 |  | -Knowledge of basic part of plants (e.g. flower and leaves) | -I can identify and describe the structure of a plant (roots, stem, leaves, flowers, fruit and seed) |
|  | -Knowledge of the structure of a tree (including, seeds and leaves) | -I can identify and describe the structure of a plant (roots, stem, leaves, flowers, fruit and seed) |
|  | -Know that fruit has seeds inside | -I can describe the basic structure of a seed  -I can identify and describe the structure of a plant (roots, stem, leaves, flowers, fruit and seed) |
|  | -Understand that rain brings water to help animals and plants live | -I can describe what plants need to grow and stay healthy (water, nutrients, sunlight and the right temperature) |
|  | -Know that some trees have needles | -I can explain what a deciduous or evergreen tree is |
|  | -Know that plants can grow from seeds | -I can describe the basic life-cycle of a flowering plant (germination, roots, leaves, flowering, seed dispersal) |
|  | -Identify some common plants or trees | -I can identify an oak, cedar and chestnut tree  -I can identify and name most year 1 common wild and garden plants |
|  | -Know that there are different types of plants in different places | -I can explore how the requirements of plants to grow can vary from plant to plant (e.g. cactus and water lily) |

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| Term | Prior Knowledge | Learning Sequence | Future Learning |
| Spring 2 |  | -Understand weather can change and identify different weather (sunny, cold, windy, raining, snow etc.) | -I can describe types of weather |
|  | -Understand that wind can move things even though we can’t see it | -I can define forces |
|  | -Understand the term daylight | -I can describe changes in daylight within the 4 seasons |
|  | -Know the different months of the year (in order) | -I can name the four seasons  -I can begin to link specific months with a season |
|  | -Understand terms like hot and cold | -I can explain that weather is hottest in summer and trees have full green leaves  -I can observe and describe changes that occur over the seasons |

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| Term | Prior Knowledge | Learning Sequence | Future Learning |
| Summer 1 |  | -Know and identify and name basic features of animals: tail, wings, fur, hair, beak, fins and paws | -I can describe and compare the structure of year 1 animals |
|  | -Know and identify some common animals, fish, birds and insects | -I can identify and name common year 1 animals as fish, birds, mammals, amphibians or reptiles |
|  | -Know that animals can fit into the different categories | -I can identify and name common year 1 animals as fish, birds, mammals, amphibians or reptiles |
|  | -Knowledge of the food different animals normally eat | -I can identify carnivores, herbivores and omnivores |
|  | -Understand that rain brings water to help animals and plants live | -I can describe the basic needs of animals (air, food and water) |
|  | -Understand that sounds can be made by different objects | -I can identify how sounds are made through vibrations |
|  | -Understand that they can make sounds louder or quieter (hitting a drum harder) | -I can find patterns between the volume of a sound and the strength of the vibrations (amplitude) that caused it |

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| Term | Prior Knowledge | Learning Sequence | Future Learning |
| Summer 2 |  | -Know weather can be different in different places | -I can explore how the requirements of plants to grow can vary from plant to plant (e.g. cactus and water lily) |
|  | -Know that there are different plants in different places | -I can explore how the requirements of plants to grow can vary from plant to plant (e.g. cactus and water lily) |
|  | -Understand that some object can float on water (or other liquids) | -I can define forces  -I can identify the effects of water resistance, air resistance and buoyancy that act between moving surfaces |
|  | -Understand that some objects can sink. | -I can identify the effects of water resistance, air resistance and buoyancy that act between moving surfaces |
|  | -Understand that objects can be moved by pushing or pulling | -I can define forces |

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| Term | Prior Knowledge | Learning Sequence | Future Learning |
| Continuous |  | -Be aware of simple changes across seasons (leaves falling off trees in Autumn, it being hotter in summer / colder in winter) | -I can observe and describe changes that occur over the seasons  -I can describe changes in daylight within the 4 seasons |