

Term - Dates	No. Week (s) to complete	No. of lessons	Unit Title Essential skills	Standard and Sub-Standard	Learning Objective	Resources for the Unit	E-Learning	Comments/Cross Curricular
BIOLOGY - PLANTS								
T1. 8/9 - 24/10	7	14	<p>Topic 1 - Plants</p> <p>Everything in the world can be sorted into living, non-living never lived.</p> <p>All living things can be sorted into groups according to their features.</p> <p>Plants and animals have both similarities and differences. At Stage 1, students' main focus will be on characteristics which are familiar to them, such as movement and growth, and learning how plants can do these things.</p>	<p>Biology - Plants</p> <p>Scientific Enquiry</p>	<p>1Bp1 Know that plants are living things 1Bp2 Know that there are living things and things that have never been alive 1Bp3 Explore ways that different animals and plants inhabit local environments 1Bp4 Name the major parts of a plant, looking at real plants and models 1Bp5 Know that plants need light and water to grow 1Bp6 Explore how seeds grow into flowering plants</p> <p>1Ep1 Try to answer questions by collecting evidence through observation 1Ep2 Ask questions and contribute to discussions about how to seek answers 1Ep3 Make predictions 1Ep4 Decide what to do to try to answer a science question 1Eo1 Explore and observe in order to collect evidence (measurements and observations) to answer questions 1Eo2 Suggest ideas and follow instructions 1Eo3 Record stages in work 1Eo4 Make comparisons 1Eo5 Compare what happened with predictions 1Eo6 Model and communicate ideas in order to share, explain and develop them</p>	<p>Pictures or samples of real plants.</p> <p>Leaves, reference books and internet access, magnifying glasses.</p> <p>Pictures of different plants. Real and artificial flowers.</p> <p>Cactus plants</p> <p>Cress seeds/ cotton wool/ empty egg cartons for them to grow.</p> <p>Two similar/identical plants, water, jug</p>	<p>Time Lapse of a plant growing</p> <p>Alphabet of fruit names</p> <p>Living and Non living things</p>	<p>Health and safety: Remind learners not to eat leaves or put them in their mouths. Learners should wash their hands after handling leaves.</p> <p>Make sure that they do not eat any of the seeds.</p> <p>Misconception alert: It is important to show learners plants with no flowers so they don't think all plants have flowers and avoid learners thinking if there isn't a flower it isn't a plant. Ensure understanding of a tree being a plant.</p> <p>Cactus plants and Cress seeds will be needed in this unit.</p> <p>CC – English Story book or web link. E.g. 'The Very Hungry Caterpillar' by Eric Carle.</p> <p>CC – Maths Symmetry in plants or animals – butterflies</p>
<p>ASSESSMENTS</p> <p>B01 due by 20th September</p> <p>B02 due by 3RD October</p> <p>B03 due by 31st October</p>								
BIOLOGY - HUMANS AND OTHER ANIMALS								
T1/T2 31/10 – 16/1	7	14	<p>Topic 2 – Humans and other animals</p> <p>To learn in what ways, they are similar/ different to each other.</p> <p>To name the different parts of your body.</p>	<p>Biology – Humans and other animals</p> <p>Scientific Enquiry</p>	<p>1Bh1 Recognise the similarities and differences between each other 1Bh2 Recognise and name the main external parts of the body 1Bh3 Know about the need for a healthy diet, including the right types of food and water 1Bh4 Explore how senses enable humans and animals to be aware of the world around them 1Bh5 Know that humans and animals produce offspring which grow into adults</p> <p>1Ep1 Try to answer questions by collecting evidence through observation 1Ep2 Ask questions and contribute to discussions about how to seek answers 1Ep3 Make predictions</p>	<p>Simple outline of a human body (A3)</p> <p>Old magazines – pictures of different types of food</p> <p>Plastic water bottles</p>	<p>Opticians Eye chart</p> <p>Simon says</p>	<p>When discussing healthy food it can be an opportunity to talk about skin health (e.g. avoiding sunburn) and making learners aware that some people's skin can look different (e.g. birth marks, vitiligo) or as a result of scars or burns). Discuss that even though people may come from different ethnic groups there are still features that are similar.</p>

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			<p>To understand what are healthy and what is needed for a balanced diet.</p> <p>To understand what eyes, ears, nose, tongue and skin help them to do.</p> <p>To be able to describe how they are different now from when they were babies.</p>		<p>1Ep4 Decide what to do to try to answer a science question</p> <p>1Eo1 Explore and observe in order to collect evidence (measurements and observations) to answer questions</p> <p>1Eo4 Make comparisons</p> <p>1Eo5 Compare what happened with predictions</p> <p>1Eo6 Model and communicate ideas in order to share, explain and develop them</p>	Sand, gravel, water mixed with twigs, mud and leaves		Be aware of any food allergies or intolerances or forbidden foods for particular learners.

ASSESSMENTS

B04 due by 14th November

B05 due by 5th December

B06 due by 16th January

CHEMISTRY TOPIC 3 – MATERIAL PROPERTIES

T2 19/1/20 – 20/2/20	5	8	<p>Topic 3 – Materials and their properties</p> <p>Sort objects into groups based on the properties of their materials</p> <p>Recognise and name common materials</p> <p>Use senses to explore and talk about different materials</p>	<p>Chemistry – Materials and their properties</p> <p>Scientific Enquiry</p>	<p>1Cp1 Use senses to explore and talk about different materials</p> <p>1Cp2 Identify the characteristics of different materials</p> <p>1Cp3 Recognise and name common materials</p> <p>1Cp4 Sort objects into groups based on the properties of their materials</p> <p>1Ep1 Try to answer questions by collecting evidence through observation</p> <p>1Ep2 Ask questions and contribute to discussions about how to seek answers</p> <p>1Ep3 Make predictions</p> <p>1Ep4 Decide what to do to try to answer a science question</p> <p>1Eo1 Explore and observe in order to collect evidence (measurements and observations) to answer questions</p> <p>1Eo2 Suggest ideas and follow instructions</p> <p>1Eo3 Record stages in work</p> <p>1Eo4 Make comparisons</p> <p>1Eo5 Compare what happened with predictions</p> <p>1Eo6 Model and communicate ideas in order to share, explain and develop them</p>	<p>A selection of everyday objects and materials e.g. blocks of wood, metal, plastic.</p> <p>A selection of everyday objects around the classroom with a variety of shapes, textures e.g. wooden rulers, plants, metal spoons, aluminium foil, rocks, fabrics, plastic toys.</p> <p>Blocks of materials e.g. wood/plastic/glass/metal.</p>	<p>Materials song</p> <p>Material World</p>	<p>Explain that all objects are made from materials and that we can describe different characteristics of them by looking.</p> <p>Scientists use the word material to mean 'the stuff that something is made of'</p> <p>Objects can be made of more than one material.</p> <p>Everything is made of materials/stuff.</p> <p>Misconception alert: Learners may have, or develop, the misconception that object and material are interchangeable words. Make clear to children that objects are made of materials, sometimes one and sometimes more than one.</p>
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ASSESSMENTS

C01 due by 30th January

C02 due by 20th February

PHYSICS TOPIC 4 - FORCES

Term - Dates	No. Week (s) to complete	No. of lessons	Unit Title Essential skills	Standard and Sub-Standard	Learning Objective	Resources for the Unit	E-Learning	Comments/Cross Curricular
T2/3 1/3/20 - 16/4/20	6	5	Topic 4: Forces – Pushes and Pulls To understand movement in terms of pushes and pulls To learn about different sorts of movement and how to describe these To relate their understanding of movement in everyday contexts e.g. road safety	Physics – Forces: Pushes and Pulls	1Pf1 Explore, talk about and describe the movement of familiar things 1Pf2 Recognise that both pushes and pulls are forces 1Pf3 Recognise that when things speed up, slow down or change direction there is a cause 1Ep1 Try to answer questions by collecting evidence through observation 1Ep2 Ask questions and contribute to discussions about how to seek answers 1Ep3 Make predictions 1Ep4 Decide what to do to try to answer a science question 1Eo1 Explore and observe in order to collect evidence (measurements and observations) to answer questions 1Eo2 Suggest ideas and follow instructions 1Eo3 Record stages in work 1Eo4 Make comparisons 1Eo5 Compare what happened with predictions	A selection of toys that move or have moving parts. Balls – footballs or large enough for learners to handle easily	Pushes and pulls	Some learners will only recognise movement as going from place to place. Misconception alert: If wind-up toys are used the reason for the movement can be complex. Make sure children understand a mechanism is being used to move the toy which requires a motion from whoever is winding up the toy. Learners may think some objects need either a push or a pull when in truth a push or a pull can be applied to anything.

Assessments
P01 due by 19th March
P02 due by 16th April

PHYSICS TOPIC 5 - SOUND

T3 19/4/20 - 4/6/20	6	6	Topic 5: Sound To understand that a sound is made when something moves backwards and forwards. Develop an understanding of the huge variety of sounds and sources of sound encountered day-by-day Begin to relate sounds to their sense of hearing Introduced to the idea that sounds travel away from the source	Physics – Sounds Scientific Enquiry	1Ps1 Identify many sources of sound 1Ps2 Know that we hear when sound enters our ear 1Ps3 Recognise that as sound travels from a source it becomes fainter 1Ep1 Try to answer questions by collecting evidence through observation 1Ep2 Ask questions and contribute to discussions about how to seek answers 1Ep3 Make predictions 1Ep4 Decide what to do to try to answer a science question 1Eo1 Explore and observe in order to collect evidence (measurements and observations) to answer questions 1Eo2 Suggest ideas and follow instructions 1Eo3 Record stages in work 1Eo4 Make comparisons 1Eo5 Compare what happened with predictions	Objects that make sounds e.g. musical instruments, toys, bells, whistles. Recording of sounds made in nature Sound source (e.g. a musical instrument). Triangles and cymbals and/or objects that make quite quiet sounds	Sound game - choose the hard level	Ask learners to carry out an action without an object and talk about if there is still a sound or not. Show how something has to happen to an object to make a sound.
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Assessments
P03 due by 14th May
P04 due by 4th June