



AUTUMN		SPRING		SUMMER	
<p>UNIT: Why are humans not like tigers? DRIVER: Science Wow beginning: “The Tiger who Came to Tea.” Wow ending: Trip to the zoo</p>	<p>UNIT: Why can't a meerkat live in the North Pole? DRIVER: Geography</p>	<p>UNIT: What do aliens think of life on planet earth? DRIVER: Science Wow beginning: A spaceship has landed Wow ending: Aliens leaving party (fancy dress)</p>	<p>UNIT: What has changed since my Grandparents were young? DRIVER: History</p>	<p>UNIT: Which animals and plants would Little Red Riding Hood find in Haigh Hall Plantations? DRIVER: Science Wow beginning: Trip to Haigh Hall Wow ending: Visit from Little Red Riding Hood – Hot seating.</p>	<p>UNIT: Where did the wheels on the bus go? DRIVER: Geography</p>
<p><u>Possible Learning Outcomes</u> Can I point out some of the differences between different animals? Can I sort photographs of living things and non-living things? Can I classify common animals? Can I describe how an animal is suited to its environment? Can I name the parts of the human body that I can see? Can I identify the main parts of the human body and link them to my senses? Can I name the parts of an animal's body? Can I name a range of domestic animals? Can I classify animals by what they eat? (carnivore, herbivore, omnivore) Can I compare the bodies of different animals?</p> <p>Working scientifically: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.</p>	<p><u>Possible Science Learning Outcomes</u> Can I point out some of the differences between different animals in the North and South Pole and Africa? Can I describe how an animal is suited to its environment? Can I classify animals from hot and cold places?</p>	<p><u>Possible Learning Outcomes</u> Can I describe materials using my senses, using specific scientific words? Can I explain what material objects are made from? Can I explain why a material might be useful for a specific job? Can I name some different materials? Can I sort materials into groups by a given criteria? Can I explain how solid shapes can be changed by squashing, bending, twisting and stretching?</p> <p>Working Scientifically: The idea here is to test each of these three materials to find out about their qualities. They should perform simple tests to explore questions such as: ‘What is the best material for making a waterproof shelter?’</p>	<p><u>Possible Science Learning Outcomes</u> Can I explain why objects are made from different materials now and in the past? Can I identify everyday appliances which use electricity?</p>	<p><u>Possible Learning Outcomes</u> Can I name the petals, stem, leaf and root of a plant? Can I identify and name a range of common plants and trees? Can I recognise deciduous and evergreen trees? Can I describe the parts of a plant (roots, stem, leaves, flowers)?</p> <p>Working scientifically – LC2 and LC6- Observing closely, using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants and trees. Children to keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast how different plants change over time.</p>	<p><u>Possible Science Learning Outcomes</u> Can they identify everyday appliances which use electricity? Can I describe and show how to make something move, eg push and pull?</p>
<p>Across the year: How do the seasons impact on what we do? Why are there so many leaves on the ground in Autumn? What changes do we see in our country with each season? What would you need to do to become the next weather presenter? How can you create patterns using leaves in the style of William Morris? After listening to music entitled the ‘Four Seasons’, can you create your own music which captures different weather patterns? Why are so many of the things you enjoy doing dependent on the time of year and the weather? Reflection: In small groups, can you create a typical weather forecast summary which will be filmed?</p>					