



Mid-Term Overviews 2022/23

Dahl Class



Term 1 : Animals including Humans (Year 1 unit)

National Curriculum Objectives	Key Knowledge	Vocabulary	Key Scientists	Prior Learning	Future Learning
<ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<ul style="list-style-type: none"> There are many different animals with different characteristics. Animals have senses to help individuals survive. When animals sense things they are able to respond. Animals need food to survive. Animals need a variety of food to help them grow, repair their bodies, be active and stay healthy. 	sight, hearing, touch, taste, smell, head, neck, ear, mouth, shoulder, hand, fingers, leg, foot, thumb, eye, nose, knee, toes, teeth, elbow.	Lisa Buck (sense of smell)	EYFS: Explore the natural world around them, making observations and drawing pictures of animals. Children know about similarities and differences in relation to living things. Be able to identify different parts of their body. Be able to show care and concern for living things. Can talk about things they have observed including animals.	Next Term: 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) Year 2: Know that animals, including humans, have offspring which grow into adults.



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					<p>Know the basic stages in a life cycle for animals, including humans.</p> <p>Find out and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>
Key Question(s):	Working Scientifically opportunities:	Big Question - Assessment opportunity	Linked Texts		
<p>What do animals eat?</p> <p>Do all animals eat the same food?</p> <p>Which of our senses is the most accurate at identifying food?</p>	<p>Competitive tests - Is our sense of smell better when we can't see?</p> <p>Identify and Classify - What are the names for all the parts of our bodies?</p> <p>Observation Overtime - How does my height change over the year?</p>	<p>What makes us human?</p>	<p>The Big Book of the Blue (Yuval Zommer)</p> <p>The Big Book of Bugs (Yuval Zommer)</p> <p>A Butterfly Is Patient (Dianna Hutts Aston & Sylvia Long)</p> <p>The Bee Book (Charlotte Milner)</p> <p>Snail Trail</p>		



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	<p>Pattern Seeking - Do you get better at smelling as you get older?</p> <p>Research - Do all animals have the same senses as humans?</p>		<p>(Ruth Brown)</p> <p>Superworm (Julia Donaldson & Axel Scheffler)</p> <p>The Coral Kingdom (Laura Knowles & Jennie Webber)</p>		
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Term 2 : Animals including Humans (Year 1 unit)

National Curriculum Objectives	Key Knowledge	Vocabulary	Key Scientists	Prior Learning	Future Learning
<ul style="list-style-type: none"> 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, 	<ul style="list-style-type: none"> There are many different animals with different characteristics. Animals have senses to help individuals survive. When animals sense things they are able to respond. Animals need food to survive. 	<p>Amphibians, birds, fish, mammals, reptiles, carnivores, herbivore, omnivore, sight, hearing, touch, taste, smell, head, neck, ear, mouth, shoulder, hand, fingers, leg, foot, thumb, eye, nose, knee, toes, teeth, elbow.</p>	<p>Chris Packham (Animal Conservationist)</p>	<p>EYFS: Explore the natural world around them, making observations and drawing pictures of animals. Children know about similarities and differences in relation to living things. Be able to identify different parts of their body.</p>	<p>Year 2: Know that animals, including humans, have offspring which grow into adults. Know the basic stages in a life cycle for animals, including humans. Find out and describe the basic needs of animals, including humans, for survival (water, food and air).</p>



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<p>herbivores and omnivores.</p> <ul style="list-style-type: none"> Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) 	<ul style="list-style-type: none"> Animals need a variety of food to help them grow, repair their bodies, be active and stay healthy. 			<p>Be able to show care and concern for living things. Can talk about things they have observed including animals.</p> <p>Last Term: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>
Key Question(s):	Working Scientifically opportunities:	Big Question - Assessment opportunity	Linked Texts		
<p>What do animals eat? Do all animals eat the same food? Which of our senses is the most accurate at identifying food? Do all animals hunt? Why are animals different colours and patterns?</p>	<p>Competitive tests -</p> <p>Identify and Classify - Classify animals based upon what they eat. Classify animals based upon the children's own criteria.</p> <p>Observation Overtime - Observe animals in their environments over time.</p> <p>Pattern Seeking - Do all animals with ... have ... ?</p>	<p>How can we group animals?</p>	<p>The Big Book of the Blue (Yuval Zommer)</p> <p>The Big Book of Bugs (Yuval Zommer)</p> <p>A Butterfly Is Patient (Dianna Hutts Aston & Sylvia Long)</p> <p>The Bee Book (Charlotte Milner)</p> <p>Snail Trail</p>		



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	Research - What do animals eat?		(Ruth Brown) Superworm (Julia Donaldson & Axel Scheffler) The Coral Kingdom (Laura Knowles & Jennie Webber)	
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Term 3 and 4- Everyday Materials (Year 1 NC)

National Curriculum Objectives	Key Knowledge	Vocabulary	Key Scientists	Prior Learning	Future Learning
<ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, metal, plastic, glass, water and rock, 	<ul style="list-style-type: none"> There are many different materials that have different describable and measurable properties. Materials that have similar properties are grouped into metals, rocks, fabrics, wood, plastic and 	Hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy/not bendy, waterproof/not waterproof, absorbent, opaque,	Term 3: Charles Mackintosh (Waterproof coat) Term 4: John MacAdam (roads)	EYFS: Be able to ask questions about the place they live. Talk about why things happen and how things work. Discuss the things they have observed such as natural and found objects. Manipulates materials to achieve a planned effect.	Year 2: 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 shapes of solid objects made from some materials can be changed by squashing,



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<ul style="list-style-type: none"> 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 properties 	<p style="text-align: center;">ceramics (including glass).</p> <p>The properties of a material determine whether they are suitable for a purpose.</p>				<p>bending, twisting and stretching.</p>
Key Question(s):	Working Scientifically opportunities:	Big Question - Assessment opportunity	Linked Texts		
<p>Term 4: Theme: buildings. Plan to investigate a couple of classes of materials and properties in this topic so children get a depth of experience and cover all the classes of materials over the key stage.</p> <p>Buildings</p> <ul style="list-style-type: none"> Which rocks are the least crumbly? Which materials absorb the most water? 	<p>Competitive tests - Which materials are the most flexible? Which materials are the most absorbent? Which material would be best for the roof of the little pig's house?</p> <p>Identify and Classify - We need to choose a material to make an umbrella. Which materials are waterproof?</p>	<p>What are the things I use made from?</p>	<p>The Great Paper Caper (Oliver Jeffers)</p> <p>Who Sank the Boat (Pamela Allen)</p> <p>The Three Little Pigs (Lesley Sims)</p>		



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<ul style="list-style-type: none"> Which type of brick would be the easiest to drag to make a pyramid? Which material would be the strongest to use as a floor tile? 	<p>Observation Overtime - What happens to materials over time if we bury them in the ground? What happens to shaving foam over time?</p> <p>Pattern Seeking - Is there a pattern in the types of materials that are used to make objects in a school?</p> <p>Research - How are bricks made? Which materials can be recycled?</p>				
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Term 5 - Seasonal Change (Year 1 NC)

National Curriculum Objectives	Key Knowledge	Vocabulary	Key Scientists	Prior Learning	Future Learning
<ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe 	<ul style="list-style-type: none"> Weather can change There are lots of different types of weather: Rain, 	Seasons, spring, summer, autumn, winter, windy, sunny, overcast, snow, rain, temperature	Holly Green (Meteorologist)	EYFs: Developed an understanding of change. Observed and explained why certain things may	Year 3: Recognise that they need light in order to see things and that dark is the absence of light.



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<p>weather associated with the seasons and how day length varies.</p>	<p>Sun, Cloud, Wind, Snow, etc</p> <ul style="list-style-type: none"> • Days are longer and hotter in the summer • Days are shorter and colder in the winter • There are four seasons: Spring, Summer, Autumn, Winter 			<p>occur (e.g leaves falling off trees, weather changes). Looked closely at similarities, differences, patterns and change. Made Comments and asked questions about the place they live or the natural world.</p>	<p>Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the sizes of shadows change.</p>
<p>Key Question(s):</p>	<p>Working Scientifically opportunities:</p>	<p>Big Question - Assessment opportunity</p>	<p>Linked Texts</p>		
<p>Why do more frequent days of rain saturate the ground? How long does it take for the ground to dry after it has been raining? Does more rain take longer to dry? Do countries with higher temperatures have less rain?</p>	<p>Competitive tests - In which season does it rain the most?</p> <p>Identify and Classify - How could you organise all the objects in the solar system into groups?</p> <p>Observation Overtime - How could you organise all the objects in the</p>	<p>What is it like in Spring and Summer?</p>	<p>Tree: Seasons Come, Seasons Go (Patricia Hegarty and Britta Teckentrup)</p> <p>One Year with Kipper (Mick Inkpen)</p> <p>After the Storm (Nick Butterworth)</p> <p>Electrical Wizard: How Nikola Tesla Lit Up the World</p>		



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<p>How does rainfall and temperature change over time in our school grounds? Which leaf is the strongest/best shade cover/best at directing water? What do you notice about different leaves? What purpose to leaves serve for a tree? Why do you think leaves turn brown in Winter? What colours can we find outside? Does this change across the seasons? What effect does rain have on the environment? What would happen if there was too much rain? What would happen if there wasn't enough rain?</p>	<p>solar system into groups?</p> <p>Pattern Seeking - Does the wind always blow the same way?</p> <p>Research - Are there plants that are in flower in every season? What are they?</p>		(Elizabeth Rusch)		
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Term 6 - Plants (Year 1 NC)

National Curriculum Objectives	Key Knowledge	Vocabulary	Key Scientists	Prior Learning	Future Learning
<ul style="list-style-type: none"> 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. Identify and name the roots, trunk, branches and leaves of trees. 	<ul style="list-style-type: none"> Plants grow from seeds/bulbs. Plants need light and water to grow and survive. Plants are important. We can eat lots of plants. 	Leaves, trunk, branch, root, seed, bulb, flower, stem, wild, garden, deciduous, evergreen	Beatrix Potter (Author & Botanist)	EYFS: Make observations of plants. Know some names of plants, trees and flowers. May be able to name and describe different plants, trees and flowers. Show some care for their world around them.	Year 2: Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and warmth to grow and stay healthy.
Key Question(s):	Working Scientifically opportunities:	Big Question - Assessment opportunity	Linked Texts		
How do Plants grow? What do Plants need to grow? Do all plants need water? Are all plants green? Why do seeds look different?	Competitive tests - Which type of compost grows the tallest sunflower? Which tree has the biggest leaves?	How many types of plant are there?	Tree: Seasons Come, Seasons Go (Patricia Hegarty and Britta Teckentrup) A Little Guide to Wild Flowers		



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<p>Can plants grow as big in the shade? What is the biggest/smallest/smelliest (etc) tree/flower/plant on the planet?</p>	<p>Identify and Classify - How can we sort the leaves that we collected on our walk?</p> <p>Observation Overtime - How does a daffodil bulb change over the year? How does my sunflower change each week? How does the oak tree change over the year?</p> <p>Pattern Seeking - Do trees with bigger leaves lose their leaves first in autumn? Is there a pattern in where we find moss growing in the school grounds?</p> <p>Research - What are the most common British plants and where can we find them? How did Beatrix Potter help our understanding of mushrooms and toadstools?</p>		<p>(Charlotte Voake)</p> <p>The Things That I LOVE about TREES (Chris Butterworth)</p> <p>Harry's Hazelnut (Ruth Parsons)</p>		
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