



Mid-Term Overviews 2023/24

Dahl Class



Term 1 - Use of Materials (Year 2 NC)

National Curriculum Objectives	Key Knowledge	Vocabulary	Key Scientists	Prior Learning	Future Learning
<ul style="list-style-type: none"> 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, bending, twisting and stretching. 	<ul style="list-style-type: none"> Materials can be changed by physical force (twisting, bending, squashing and stretching). All objects are made of one or more materials that are chosen specifically because they have suitable properties for the task. When choosing what to make an object from, the properties needed are compared with the properties of the possible materials, identified through simple tests and classifying activities. A material can be suitable for different purposes 	<p>Waterproof, fabric, rubber, cars, rock, paper, cardboard, wood, metal, plastic, glass, brick, twisting, squashing, bending, matches, cans, spoons,</p>	<p>Julie Brusaw (solar roadways inventor, material engineer).</p>	<p>Year 1: Distinguish between and 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, 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>	<p>Year 3: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter.</p>



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	and an object can be made of different materials.				
Key Question(s):	Working Scientifically opportunities:	Big Question - Assessment opportunity	Linked Texts		
Which material would you use for curtains? Which materials are best for cinderella's mop?	<p>Competitive tests - Which shapes make the strongest paper bridge?</p> <p>Identify and Classify - Which materials will float and which will sink? Which materials will let electricity go through them, and which will not? Which materials are shiny and which are dull?</p> <p>Observation Overtime - How long do bubble bath bubbles last for? What will happen to our snowman?</p> <p>Pattern Seeking - How do materials change with heat? leave outside in sunshine/windowsill/radiator</p>	How are materials chosen in design?	<p>The Tin Forest (Helen Ward)</p> <p>Traction Man (Mini Grey)</p> <p>After the Fall (Dan Santat)</p>		



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	<p>How does amount of water affect the strength of a kitchen towel?</p> <p>Research - How have the materials we use changed over time? How are plastics made?</p>				
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Term 2: Seasonal Change - Focus is on Autumn / Winter (Year 1 unit)

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 weather associated with the seasons and how day length varies. 	<ul style="list-style-type: none"> Weather can change. There are lots of different types of weather: Rain, Sun, Cloud, Wind, Snow, etc Days are longer and hotter in the summer Days are shorter and colder in the winter There are four seasons: Spring, 	<p>Seasons, spring, summer, autumn, winter, windy, sunny, overcast, snow, rain, temperature</p>	<p>Dr Steve Lyons</p>	<p>EYFS: Explore the natural world around them. Make comments and ask questions about the place they live in or the natural world. Develop an understanding of seasonal change. Observe and explain why certain things may occur (e.g. leaves falling off trees, weather changes).</p>	<p>Year 3: Recognise that they need light in order to see things and that dark is the absence of light. 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</p>



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Key Question(s):	Working Scientifically opportunities:	Big Question - Assessment opportunity	Linked Texts		
<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? How does rainfall and temperature change over time in our school grounds? Which leaf is the strongest/best shade cover/best at directing water?</p>	<p>Summer, Autumn, Winter</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 - Take weather measurements and make observations overtime. Make observations of an oak tree overtime.</p> <p>Pattern Seeking - Does the wind always blow the same way?</p>	<p>What is it like in Winter, Spring, Summer and Autumn?</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>Froggy Day (Heather Pindar & Barbara Bakos)</p> <p>Lila and the Secret of Rain (David Conway & Jude Daly)</p> <p>The Snowflake Mistake (Lou Treleven and Maddie Frost)</p>	<p>Looked closely at similarities, differences, patterns and change.</p>	<p>is blocked by a solid object. Find patterns in the way that the sizes of shadows change.</p>



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<p>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>Research - Are there plants that are in flower in every season? What are they?</p>				
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Term 3 - Understanding Animals, including Humans (Year 2 NC)

National Curriculum Objectives	Key Knowledge	Vocabulary	Key Scientists	Prior Learning	Future Learning
<ul style="list-style-type: none"> Describe the importance for humans of exercise, eating the right amounts of 	<ul style="list-style-type: none"> Exercise keeps animal's bodies in good condition and increases survival chances. 	Living, dead, never alive, habitats, micro-habitats, food, food chain, leaf litter, shelter, sea shore, woodland, ocean,	Joe Wicks (Personal Trainer)	Year 1: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	Year 2 (next term): Year 3: Identify that animals, including humans, need the right types and



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<p>different types of food, and hygiene.</p>	<ul style="list-style-type: none"> • All animals eventually die. • Animals reproduce new animals when they reach maturity. • Animals grow until maturity and then don't grow any larger. 	<p>rainforest, conditions, desert, damp, shade.</p>		<p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p>	<p>amount of nutrition, and they cannot make their own food; they get their nutrition from what they eat. Know how nutrients, water and oxygen are transported within animals and humans. Know about the importance of a nutritious, balanced diet. Identify that humans and some other animals have skeletons and muscles for support, protection and movement:</p>
<p>Key Question(s):</p>	<p>Working Scientifically opportunities:</p>	<p>Big Question - Assessment opportunity</p>	<p>Linked Texts</p>		
<p>How long do should my pets live for? Do all animals grow and live the same way? Do bigger animals live longer? Why are we all different heights?</p>	<p>Competitive tests -Do bananas make us run faster? Identify and Classify - Which foods belong to which food groups?</p>	<p>Do living things change or stay the same?</p>	<p>The Gruffalo (Julia Donaldson) Meerkat Mail (Emily Gravett) Tadpole's Promise</p>		



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<p>How and why do we grow and change?</p>	<p>Observation Overtime - How much food and drink do I have over a week?</p> <p>Pattern Seeking - Which age group of children wash their hands the most in a day?</p> <p>Research - What food do you need in a healthy diet and why?</p>		<p>(Jeanne Willis and Tony Ross)</p>		
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Term 4 - Understanding Animals, including Humans (Year 2 NC)

National Curriculum Objectives	Key Knowledge	Vocabulary	Key Scientists	Prior Learning	Future Learning
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Animals move in order to survive. Different animals move in different ways to help them survive. Exercise keeps animal's bodies in good condition 	<p>Living, dead, never alive, habitats, micro-habitats, food, food chain, leaf litter, shelter, sea shore, woodland, ocean, rainforest, conditions, desert, damp, shade.</p>	<p>Steve Irwin (Crocodile Hunter)</p>	<p>Year 1: 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.</p>	<p>Year 3: Identify that animals, including humans, need the right types and amount of nutrition, and they cannot make their own food; they get their nutrition from what they eat. Know how nutrients, water and oxygen are</p>



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<p>basic needs of animals, including humans, for survival (water, food and air).</p> <ul style="list-style-type: none"> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p>and increases survival chances.</p> <ul style="list-style-type: none"> All animals eventually die. Animals reproduce new animals when they reach maturity. Animals grow until maturity and then don't grow any larger. 			<p>Year 2 (last unit): Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>transported within animals and humans. Know about the importance of a nutritious, balanced diet. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>
<p>Key Question(s):</p>	<p>Working Scientifically opportunities:</p>	<p>Big Question - Assessment opportunity</p>	<p>Linked Texts</p>		
<p>How long do should my pets live for? Do all animals grow and live the same way? Do bigger animals live longer? Why are we all different heights? How and why do we grow and change?</p>	<p>Competitive tests - Do amphibians have more in common with reptiles or fish?</p> <p>Identify and Classify - Which offspring belongs to which animal? How would you group things to show which are living, dead, or have never been alive?</p>	<p>Why do we need to keep healthy?</p>	<p>The Gruffalo (Julia Donaldson)</p> <p>Meerkat Mail (Emily Gravett)</p> <p>Tadpole's Promise (Jeanne Willis and Tony Ross)</p>		



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	<p>Observation Overtime - How does a tadpole change over time?</p> <p>Research - What do you need to do to look after a pet dog/cat/lizard and keep it healthy?</p>				
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Term 5 - Living things and their habitats (Year 2 NC)

National Curriculum Objectives	Key Knowledge	Vocabulary	Key Scientists	Prior Learning	Future Learning
<ul style="list-style-type: none"> Explore and compare the difference between things that are living, dead and things that have never been alive. Identify that most living things live in habitats to which they are suited and 	<ul style="list-style-type: none"> Some things are living, some were once living but now dead and some things never lived. There is variation between living things. Different animals and plants live in different places. 	<p>Living, dead, never alive, habitats, micro-habitats, food, food chain, leaf litter, shelter, sea shore, woodland, ocean, rainforest, conditions, desert, damp, shade,</p>	<p>Liz Bonnin (Conservationist)</p>	<p>EYFS: Made comments and asked questions about the place they live or the natural world. Showed care and concern for living things and the environment. Can talk about things they have observed such as plants and animals.</p>	<p>Year 4: Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Know and label the features of a river</p>



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<p>describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <ul style="list-style-type: none">• Identify and name a variety of plants and animals in their habitats, including micro habitats.• Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name the different sources of food.	<p>Living things are adapted to survive in different habitats.</p> <ul style="list-style-type: none">• Environmental change can affect plants and animals that live there.			<p>Notices features of objects in their environment. Comments and asks questions about their familiar world.</p>	<p>Recognise that environments can change and that this can sometimes pose danger to living things.</p>
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Key Question(s):	Working Scientifically opportunities:	Big Question - Assessment opportunity	Linked Texts		
<p>How do animals eat? Do all animals eat the same thing? Which animals hunt, and which animals are hunted? Why? What animals live in our school environment? How are animals and plants 'adapted' to live in their habitats Why do animals and plants like to live in different places? How do seasons affect our animals and plants? Which animals hibernate and why? Why do snails hibernate, but slugs don't? How do habitats change over our school year?</p>	<p>Competitive tests - Which pets are the easiest to look after? Is there the same level of light in the evergreen wood compared with the deciduous wood?</p> <p>Identify and Classify - How would you group these plants and animals based on what habitat you would find them in?</p> <p>Observation Overtime - How does the school pond change over the year?</p> <p>Pattern Seeking - What conditions do woodlice prefer to live in? Which habitat do worms prefer - where can we find the most worms?</p>	<p>Why do different animals live in different places?</p>	<p>The Gruffalo (Julia Donaldson)</p> <p>Meerkat Mail (Emily Gravett)</p> <p>No Place Like Home (Jonathon Emmett)</p>		



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	<p>Research - How are the animals in Australia different to the ones that we find in Britain? How does the habitat of the Arctic compare with the habitat of the rainforest? What ideas did botanist Arthur Tansley have about habitats in 1935?</p>				
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Term 6: Plants (Year 2 Unit)

National Curriculum Objectives	Key Knowledge	Vocabulary	Key Scientists	Prior Learning	Future Learning
<ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and 	<ul style="list-style-type: none"> Plants grow from seeds/bulbs Plants need light, water and warmth to grow and survive. Flowers make seeds to make more plants (reproduce). 	<p>Leaves, trunk, branch, root, seed, bulb, flower, stem, wild, garden, deciduous, evergreen, observe, grow, compare, record, temperature, predict, measure, diagram, germinate, warmth, sunlight.</p>	<p>Agnes Arber (Botanist)</p>	<p>Year 1: 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.</p>	<p>Year 3: Identify and describe the functions of different parts of the flowering plant: roots, stem/trunk/leaves and flowers. Explore the part flowers play in a flowering plants life cycle, including:</p>



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<p>warmth to grow and stay healthy.</p>	<ul style="list-style-type: none"> Plants are important <p>We need plants to survive (to clean air, to eat). We can eat different parts of the plants (leaves, stems, roots, seeds, fruit).</p>			<p>Identify and name the roots, trunk, branches and leaves of trees.</p>	<p>pollination, seed formation and seed dispersal. Explain the requirements of plants for life and growth (air, light, water, nutrients from soil, room to grow) and how they vary between plants. Know the way in which water is transported between plants.</p>
<p>Key Question(s):</p>	<p>Working Scientifically opportunities:</p>	<p>Big Question - Assessment opportunity</p>	<p>Linked Texts</p>		
<p>Do cress produce seeds, how could we find out? Do all plants produce flowers and seeds? What is different between freshly cut and planted flowers? Do plants flower all year round? What are flowers for? What happens to a plant after it has produced seeds?</p>	<p>Competitive tests - Do cress seeds grow quicker inside or outside? Identify and Classify - How can we identify the trees that we observed on our tree hunt? Observation Overtime - What happens to my bean after I have planted it?</p>	<p>What should I do to grow a healthy plant?</p>	<p>Eddie's Garden: and How to Make Things Grow (Sarah Garland) Ten Seeds (Ruth Brown) A Seed Is Sleepy (Dianna Aston) Oliver's Vegetables (Vivian French and Alison Bartlett)</p>		



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	<p>Pattern Seeking - Do bigger seeds grow into bigger plants?</p> <p>Research - How does a cactus survive in a desert with no water?</p>		<p>The Little Gardener (Emily Hughes)</p>		
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