

Maple Class - Year B Autumn 1 and 2	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	In EYFS: Explore the natural world around them, making observations and drawing pictures of animals and plants;	<ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways • Observing closely, using simple equipment • Identifying and classifying 	In Willow Class: <ul style="list-style-type: none"> • Talk about criteria for grouping, sorting and classifying; and use simple keys
Disciplinary Knowledge	- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;	<p>Animals including humans</p> <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • 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) • 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"> • Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations • Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them
VOCAB		amphibians, fish, reptiles, mammals, birds, herbivore, omnivore, carnivore, head, nose, ear, neck, shoulder, arm, elbow, wrist, hand, back, chest, hip, leg, knee, ankle, foot wing, beak, tail, fin sight, smell, touch, taste, hearing, food chain, prey, predator, camouflage, protection exercise, hygiene, balanced diet	
Learning Objective			<ol style="list-style-type: none"> 1. To name common animals offspring 2. To notice the changes in humans from offspring to adult. 3. To find out about and describe the basic needs of animals, including humans, for survival (water, food and air) 4. To describe the importance for humans of exercise and hygiene. 5. To describe the importance for humans of eating the right amounts of different types of food. 6. To identify and name a variety of common animals including fish, amphibians, reptiles 7. To identify and name a variety of common animals including birds and mammals 8. To identify and name animals that are carnivores, omnivores and herbivores 9. To describe the structure of fish, amphibians and reptiles 10. To describe the structure of birds and animals 11. To compare the structure of common animals 12. To identify the parts of the human body 13. To identify the parts of the human body associated with each sense

Maple Class - Year B Spring 1 and 2	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	In EYFS: - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	<ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways • Observing closely, using simple equipment • Performing simple tests • Identifying and classifying • Gathering and recording data to help in answering questions 	In Willow Class: <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 the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
Disciplinary Knowledge		Everyday materials <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, plastic, glass, metal, 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 physical properties. 	
VOCAB		wood, plastic, glass, paper, metal, rock, hard, soft, rough, smooth, shiny, dull, bendy, stiff, brick, fabric, elastic, foil, property, solid, waterproof, absorbent, opaque, transparent, squash, bend, flexible, twist, stretch push, pull, roll, slide, bounce	
Learning Objective	<ol style="list-style-type: none"> 1. To know the name of different everyday materials 2. To distinguish between an object and the material from which it is made 3. To describe the simple properties of wood, glass and metal 4. To describe the simple properties of plastic, water and rock 5. To compare and group everyday materials based on their properties 6. To compare and group everyday objects based on their material properties 7. To investigate: What would be the best material for a boat?- planning what we will do, starting the experiment 8. To investigate: What would be the best material for a boat?- finishing the experiment and concluding our findings 9. To investigate: What would be the best material for curtains? - planning what we will do, starting the experiment 10. To investigate: What would be the best material for curtains? - finishing the experiment and concluding our findings 11. To investigate: what material makes the best bags? - planning what we will do, starting the experiment 12. To investigate: what material makes the best bags? - finishing the experiment and concluding our findings 		

Maple Class - Year B Summer 1	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	In EYFS: Explore the natural world around them, making observations and drawing pictures of animals and plants;	<ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways • Observing closely, using simple equipment • Identifying and classifying • Observe closely using simple equipment with help, observe changes over time 	In Willow Class: <ul style="list-style-type: none"> • Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations • Make systematic and careful observations • Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used • Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them
Disciplinary Knowledge	- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;	Plants yr 1 – extend range of known plants compare and contrast plants focusing on structure of plants. <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, including trees. 	
VOCAB		deciduous, evergreen, tree, leaf, flower (blossom), petals, fruit, bulb, seed, roots, stem, trunk, branches, growth, germinate, light, temperature reproduce, lifecycle	
Learning Objective	<ol style="list-style-type: none"> 1. To name a variety of wild plants 2. To name a variety of garden plants 3. To name a variety of deciduous trees 4. To name a variety of evergreen trees 5. To describe the basic structure of flowering plants 6. To describe the basic structure of trees. 		

Maple Class - Year B Summer 2	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	In EYFS: Explore the natural world around them, making observations and drawing pictures of animals and plants;	<ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways • Observing closely, using simple equipment • Identifying and classifying • Ask people questions and use simple secondary sources to find answers 	Living things and their habitats Year 4 Classify animals- Effects of nature reserves and population + development
Disciplinary Knowledge	- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;	<p>Living things and their habitats year 2</p> <ul style="list-style-type: none"> • Explore and compare the differences 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 describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • 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 different sources of food. 	<ul style="list-style-type: none"> • Construct and interpret a variety of food chains, identifying producers, predators and prey. • 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
VOCAB		living, dead, habitat, microhabitat, woodland, meadow, hedgerow, pond	<ul style="list-style-type: none"> • Recognise that environments can change and that this can sometimes pose dangers to living things.
Learning Objective	<ol style="list-style-type: none"> 1. To explore things that are living, dead, and things that have never been alive ('is a flame alive? Is a deciduous tree dead in winter?') 2. To compare things that are living, dead and have never been alive 3. To know why habitats are important to animals and plant 4. Identify and name a variety of plants and animals in their habitats: meadow and woodland 5. Identify and name a variety of plants and animals in their habitats: desert and artic 6. To describe how animals obtain their food from plants and other animals 7. To show how animals obtain their food from plants and other animals using a food chain 		