	Year 1/ Cycle A			Year 2/ Cycle B			Year 3/ Cycle C		
	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
Areas of study to be taught (some in overview and some in depth Science objectives	Dinosaurs	Indian Spice	Water	Castles	Pioneers	Growing	All about me	Poles Apart	Materials
Work scientifically to: -ask simple questions and recognise that they can be answered in different ways -observe closely, using simple equipment -perform simple tests -identify and classify using their observations and ideas to suggest answers to questions -gather and record data to help in answering questions.									
-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.									
-observe and describe how seeds and bulbs grow into mature plants									
-find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.									
-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.									
-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.									
-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 microhabitats									
-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.									

-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. *-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.*									
-observe changes across the four seasons -observe and describe weather associated with the seasons and how day length varies.									
History objectives- pupils should be taught about:									
changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life									
events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]									
the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]									
significant historical events, people and places in their own locality									
Geography objectives									
Locational knowledge name and locate the world's seven continents and five oceans									
name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas									
Place knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country									
Human and physical geography identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles									
use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather									

key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop									
Geographical skills and fieldwork use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage									
use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map									
use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.									