



Year 1- Animals, including humans 1 - All about me				
Lesson Intention	National Curriculum Reference	Scientific Enquiry Covered	Rocket Words Covered	Resources Needed
Discover the basic parts of the human body	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Identify and classify	head body skeleton limb joint	Class presentation, pen, pencil, wallpaper, marker pens.
Learn about eyes and sight	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Perform simple tests Gather and record data to help in answering questions	brain eyelash eye sight pupil	Class presentation, drawing materials.
Learn about ears and hearing	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Perform simple tests Gather and record data to help in answering questions	sound ear sign language vibration deafness	Class presentation, pen, pencil, a range of instruments or different objects to create sounds.
Explore the tongue and taste	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Use observations and ideas to suggest answers to questions	tongue mouth taste flavour sweet	Class presentation, bread dipped or spread with a variety of different flavours for children to taste. You could use marmite, honey, jam, lemon juice, cream cheese, olive oil. You could also include a variety of fruits and vegetables.
Explore the sense of touch	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Gather and record data to help in answering questions	touch fingertips skin organ brain	Class presentation, range of classroom objects.
Discover how your nose smells	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Identify and classify	smell odour nose nostril nose hair	Class presentation, a selection of containers suitable for putting food in. A range of food to smell; for instance, vinegar, garlic, cinnamon sticks, fruits, washing up liquid, liquid hand soap, cheese, crisps, chocolate and onion.



Year 1/2 Curriculum Map – Cycle A



Year 1 - Everyday materials - Exploring everyday materials				
Lesson Intention	National Curriculum Reference	Scientific Enquiry Covered	Rocket Words Covered	Resources Needed
Identify and name a variety of everyday materials	Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock	Identify and classify	material fabric wood plastic metal	Squares of fabric, wood, plastic, metal and a bag.
Distinguish between an object and the material it is made from	Distinguish between an object and the material it is made from	Use observations and ideas to suggest answers to questions	object glass property brick elastic	Everyday objects from the classroom.
Describe the properties of everyday materials	Describe the simple physical properties of a variety of everyday materials	Perform simple tests Gather and record data to help in answering questions	property opaque transparent dull stiff	A selection of everyday objects that match the handout.
Identify objects that are natural and those that are manmade	Compare and group together a variety of everyday materials on the basis of their simple physical properties	Identify and classify	natural man made factory rubber polyester	Scissors and a glue stick.
Predict and identify if an object will float or sink	Compare and group together a variety of everyday materials on the basis of their simple physical properties	Perform simple tests	predict float sink submerge buoyant	Bowls of water. A selection of objects to investigate.
Explore which materials are best for different objects	Describe the simple physical properties of a variety of everyday materials	Perform simple tests Identify and classify Use observations and ideas to suggest answers to questions Gather and record data to help in answering questions	absorbent sponge waterproof umbrella soak	Sponges, paper towels, paper, cloth, tin foil, cut up plastic bag, tray and water.



Year 2 - Living things and their habitats				
Lesson Intention	National Curriculum Reference	Scientific Enquiry Covered	Rocket Words Covered	Resources Needed
Explore and compare the differences between things that are living, dead, and things that have never been alive	Explore and compare the differences between things that are living, dead, and things that have never been alive	Identifying and classifying	senses nutrition reproduce excrete respire	Equipment for a classification walk: clipboards, pencils.
Identify and name a variety of plants and animals in a microhabitat	Identify and name a variety of plants and animals in their habitats, including microhabitats	Observing closely, using simple equipment	habitat microhabitat fungi survive shelter	Equipment for a nature hunt: clip boards, pencils. Photographs from the handout if not using the outdoors.
Design a suitable microhabitat where living things could survive	Identify and name a variety of plants and animals in their habitats, including microhabitats	Using their observations and ideas to suggest answers to questions	antennae suitable condition colony insect	If creating a real microhabitat outdoors, a selection of natural materials for children to create a 'bug hotel', or modelling resources if creating a model microhabitat.
Find out what animals eat to survive in their habitats	Describe how animals obtain their food from plants and other animals	Asking simple questions and recognising that they can be answered in different ways Gathering and recording data to help in answering questions	producer consumer herbivore carnivore omnivore	Research tools, e.g. internet and books.
Understand a food chain	Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain	Using their observations and ideas to suggest answers to questions	food chain life cycle nutrients rot caterpillar	Card/paper, scissors, sticky tape, coloured pens/pencils, glue stick. You may prefer to provide the children with animal pictures to cut out instead.
Understand the journey food makes from the farm to the supermarket	Identify and name different sources of food	Using their observations and ideas to suggest answers to questions	automated frozen food forklift truck refrigerated lorry canned	Scissors, glue, colouring pens/pencils.



Year 2 – Plants				
Lesson Intention	National Curriculum Reference	Scientific Enquiry Covered	Rocket Words Covered	Resources Needed
Know the difference between seeds and bulbs	Observe and describe how seeds and bulbs grow into mature plants	Identifying and classifying Observing closely, using simple equipment	seeds bulbs growth plant compare	Variety of seeds and bulbs, cutting equipment, tools for drawing or printing, a variety of liquids.
Design an experiment to find out what plants need to grow	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	Asking simple questions and recognising that they can be answered in different ways Performing simple tests	predict investigate control experiment method	Planting equipment, seeds and variables such as a freezer.
Describe what plants need to grow and stay healthy	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	Performing simple tests Using their observations and ideas to suggest answers to questions	photosynthesis carbon dioxide oxygen glucose energy	A healthy plant and some tape.
Describe the life cycle of a plant	Understand the requirements of plants for germination, growth and survival, as well as, the processes of reproduction and growth in plants	Using their observations and ideas to suggest answers to questions	pollination life cycle germination reproduction seedling	If necessary, pictures of plants at different stages of growth, coloured chalk.
Observe and record the growth of plants over time	Observe and describe how seeds and bulbs grow into mature plants	Performing simple tests Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions	manure crop insulate thrive healthy	Plant experiments from previous lesson.
Understand that plants adapt to suit their environment	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	Identifying and classifying	forest desert adapt condition survive	Plant experiments from previous lessons.



Year 2 - Animals, including humans 1 - Growth

Lesson Intention	National Curriculum Reference	Scientific Enquiry Covered	Rocket Words Covered	Resources Needed
Describe the needs of animals for survival	Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	Using their observations and ideas to suggest answers to questions	survival shelter nutrition oxygen essential	Class presentation, pen, pencil.
Describe the needs of humans, for survival	Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	Using their observations and ideas to suggest answers to questions	vital non-essential survive grow healthy	Class presentation, pen, pencil, scissors, glue.
Explore the importance of eating the right food	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	Identifying and classifying	protein carbohydrate dairy vitamins calcium	Class presentation, pen, pencil, glue.
Describe what a healthy, balanced diet looks like	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	Using their observations and ideas to suggest answers to questions	balanced diet nutrients fresh food pre-cooked processed food	Class presentation, pen, pencil, glue, paper plates craft materials for making food, e.g. tissue paper, card, coloured paper, pipe cleaners, playdoh.
Investigate the impact of exercise on our bodies	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	Performing simple tests Using their observations and ideas to suggest answers to questions	exercise strength flexibility balance coordination	Class presentation, pen, pencil, stopwatch, bean bags, small sized balls, medium sized balls, large balls.
Investigate the importance of hygiene	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	Performing simple tests	hygiene prevent germs bacteria virus	Class presentation, pen, pencil, shallow bowl or plate, water, pepper, dish soap.



Year 2 – Living Things and their habitats – Habitats from around the world

Lesson Intention	National Curriculum Reference	Scientific Enquiry Covered	Rocket Words Covered	Resources Needed
Learn about habitats	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	Identifying and classifying Using their observations and ideas to suggest answers to questions	habitat microhabitat organism environment mate	Glue, scissors.
Appreciate that environments are constantly changing	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	Gathering and recording data to help in answering questions	rainforest moisture extinct climate endangered	Clipboard, pen/pencil. *May require permissions if choosing to walk outside school premises
Explore the rainforest and its problems	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	Using their observations and ideas to suggest answers to questions	biodiversity deforestation poaching pollution rainforest	Books/access to the internet for research, colouring pens/pencils, coloured paper, iPads to film videos (optional).
Describe life in the ocean	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	Asking simple questions and recognising that they can be answered in different ways	plankton ocean ecosystem coral reef trench	Materials to create a collage, paper, paints, corrugated card, coloured card, glue, scissors, sticky tack, pens, pencils.
Discover the Arctic and Antarctic habitat	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	Identifying and classifying	Antarctic Arctic caribou narwhal tundra	Books/access to the internet for research.
Create a model of a habitat	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	Using their observations and ideas to suggest answers to questions	earthworm desert lizard cactus pond	Shoebox/ or cardboard box, craft materials, toy animals.