



Year 1 - Seasonal changes				
Lesson Intention	National Curriculum Reference	Scientific Enquiry Covered	Rocket Words Covered	Resources Needed
Understand there are four seasons	Observe changes across the four seasons	Using their observations and ideas to suggest answers to question	season spring summer autumn winter	A large measuring bowl for collecting rainwater. Colouring and drawing resources.
Understand the changes that take place in autumn	Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies	Using their observations and ideas to suggest answers to question	autumn hibernate weather protect harvest	Rain gauges, drawing and colouring resources if designing the den, or junk modelling resources if creating a model.
Understand the changes that take place in winter	Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies	Using their observations and ideas to suggest answers to questions	winter weather frost sleet temperature	Rain gauges.
Understand the changes that take place in spring	Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies	Identifying and classifying	spring compare changes grow chick	Rain gauge, scissors and glue.
Understand the changes that take place in summer	Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies	Using their observations and ideas to suggest answers to questions	summer warm sun protection temperature heatwave	Rain gauges, drawing and colouring resources.
Investigate how you can measure rainfall	Observe and describe weather associated with the seasons and how day length varies	Performing simple tests Gathering and recording data to help in answering questions	rainfall measuring record results graph	The rainwater collected over five weeks. Writing and colouring resources.



Year 1/2 Curriculum Map – Cycle B



Year 1 - Animals, including humans 2 - All about animals				
Lesson Intention	National Curriculum Reference	Scientific Enquiry Covered	Rocket Words Covered	Resources Needed
Discover animal families	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	Group and sort	fish amphibian reptile mammal bird	Class presentation, scissors, glue, pen and pencil.
Learn about the differences between mammals and birds	Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	Use observations and ideas to suggest answers to questions Group and sort	feather warm-blooded characteristic backbone hatchling	Class presentation, scissors, glue, pen and pencil.
Learn about the differences between amphibians, reptiles and fish	Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	Use observations and ideas to suggest answers to questions Group and sort	amphibian reptile gills scale cold-blooded	Class presentation and handout to play the game.
Discover the types of food living things eat	Identify and name a variety of common animals that are carnivores, herbivores and omnivores	Use observations and ideas to suggest answers to questions Group and sort	herbivore carnivore omnivore predator canines	Class presentation.
Explore the difference between wild animals and pets	Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	Use observations and ideas to suggest answers to questions Group and sort	pet wild shelter veterinary natural	Class presentation, pen and pencil.
Explain the characteristics of an animal	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	Use observations and ideas to suggest answers to questions Group and sort	similarities differences compare unsuitable climate	Class presentation.



Year 2 - Uses of everyday materials				
Lesson Intention	National Curriculum Reference	Scientific Enquiry Covered	Rocket Words Covered	Resources Needed
Identify different materials and their uses	Identify and compare the suitability of a variety of everyday materials	Using their observations and ideas to suggest answers to questions	material property suitable object brick	Objects from around the classroom.
Understand how to select the right materials to build a bridge	Identify and compare the suitability of a variety of everyday materials	Performing simple tests	bridge triangle obstacle structure construction	Two books, a range of weights, variety of materials to create a bridge - aluminium foil, card, paper, wood, string, masking tape etc.
Explore and test the stretchiness of materials	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Gathering and recording data to help in answering questions	stretchy elastic floppy hinder limit	A variety of materials of different stretchiness (e.g. cotton, wool, nylon...), tape measure or ruler; scissors, marbles, yoghurt carton, string, paper clips.
Understand that materials can change their shape by twisting, bending, squashing or stretching	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Using their observations and ideas to suggest answers to questions	bend twist squash stretch force	A variety of materials which can be twisted, bent, squashed or stretched (e.g. plasticine, wool, foil...).
Find out about Charles Macintosh and explore how materials are suitable for different purposes	Identify and compare the suitability of a variety of everyday materials	Performing simple tests	mackintosh protective fluorescent safety waterproof	Four different sheets of fabric (tissue, tinfoil, clingfilm, plastic, wool fabric, nylon), beaker, elastic band, one tray per table, syringe per group, water.
Discover which materials change shape when making a road with John McAdam	Identify and compare the suitability of a variety of everyday materials	Performing simple tests	John McAdam merchant bound highway road	Chocolate, microwave, clingfilm, raisins, digestive biscuits crushed to various sizes, heatproof tray.



Year 1/2 Curriculum Map – Cycle B



Year 1 - Everyday materials - Building (based on the Three Little Pigs)

Lesson Intention	National Curriculum Reference	Scientific Enquiry Covered	Rocket Words Covered	Resources Needed
Build a structure strong enough to withstand wind	Describe the simple physical properties of everyday materials	Perform simple tests	solid strong brick clay wind	Hairdryer/fan, a selection of materials for children to explore and select to build their house and adhesives.
Build a waterproof structure	Compare and group together a variety of everyday materials on the basis of their simple physical properties	Perform simple tests	waterproof absorbent non-absorbent roof slate	A selection of materials for children to test if they are waterproof (as a class), a selection of materials for children to build their roofs, adhesives, a sponge and a small bowl of water.
Understand the properties of glass and its uses	Describe the simple physical properties of everyday materials	Use observations and ideas to suggest answers to questions	transparent opaque suitable window pane window frame	Clear plastic or acetate, card and sticky tape.
Understand that materials are used to create a variety of furniture	Describe the simple physical properties of everyday materials	Use observations and ideas to suggest answers to questions	fabric furniture cotton mattress soft	Class presentation, pen and pencils, craft materials and fabrics.
Explore a variety of fabrics and understand their different properties	Compare and group together a variety of everyday materials on the basis of their simple physical properties	Identify and classify	wool weather jumper suitable waterproof	Class presentation and clothing.
Explain the uses of materials and why they are suitable	Describe the simple physical properties of everyday materials	Use observations and ideas to suggest answers to questions	evaluate material properties tile garden	Class presentation, pen and pencil.



Year 1 – Plants				
Lesson Intention	National Curriculum Reference	Scientific Enquiry Covered	Rocket Words Covered	Resources Needed
Understand that seeds grow into plants	Become familiar with common names of flowers and plant structures including seeds	Ask simple questions Observe closely and use simple equipment Use their observations and ideas to suggest answers to questions	seed plant tree soil predict	Variety of seeds, planting equipment: cups, soil, labels, water. Story of Jack and the Beanstalk.
Identify the basic parts of a plant and tree	Identify and describe the basic structure of a variety of common flowering plants, including trees Become familiar with common names of flowers and plant structures	Identify and classify	stem petal leaf root flower	2 or 3 fully grown garden plants in pots. Paper and pens for drawing or coloured card, scissors and glue.
Understand that different plants can grow in the same environment	Identify and name a variety of common wild and garden plants	Identify and classify Gather and record data	environment weed daisy dandelion wild	Clipboards and pens if going on a walk. Scissors and glue if sorting the pictures.
Know the difference between deciduous and evergreen trees	Identify and name a variety of deciduous and evergreen trees	Observe closely, using simple equipment	deciduous evergreen seasons branch bush	Crayons and paper for leaf rubbing; a selection of leaves for children to examine; microscopes or magnifying glasses.
Know that fruit trees and vegetables are varieties of plants	Understand how plants change over time	Observe closely Identify and classify Use their observations and ideas to suggest answers to questions Gather and record data to help in answering questions	supermarket fruit vegetable farm tractor	A selection of fruits and vegetables and their seeds or stones. Tools for cutting.
Record the growth of a plant	Observe the growth of planted flowers Become familiar with plant structures Keep records of how plants change over time	Observe closely Gather and record data	growth seedling young plant adult plant observe	The plants from Lesson 1. Ruler.



Year 2 – Animals, including humans – Life Cycles

Lesson Intention	National Curriculum Reference	Scientific Enquiry Covered	Rocket Words Covered	Resources Needed
Learn how to order the stages of the human life cycle	Notice that animals, including humans, have offspring which grow into adults	Identifying and classifying	adult independent survive grow life cycle	Pens, pencils, scissors and glue
Describe the stages of life from adulthood to old age	Notice that animals, including humans, have offspring which grow into adults	Identifying and classifying	develop toddler helpless womb foetus	Class presentation and handout
Learn how to match offspring to their parent	Notice that animals, including humans, have offspring which grow into adults	Using their observations and ideas to suggest answers to questions	differences resemble gene inherit offspring	Scissors, glue, pens and pencils
Explore the life cycle of a chicken	Notice that animals, including humans, have offspring which grow into adults	Gathering and recording data to help in answering questions	predict bar chart chick hatchling reproduction	Chicks & data, if available. If not, data is provided in the handout
Describe the life cycle of a butterfly	Notice that animals, including humans, have offspring which grow into adults	Using their observations and ideas to suggest answers to questions	metamorphosis chrysalis larva transformation caterpillar	Resources to enable the children to create a model of a butterfly's life cycle, e.g. plasticine, a selection of card or cardboard, tissue paper, paints, colouring pens, glue or pipe cleaners
Explore the life cycle of a frog	Notice that animals, including humans, have offspring which grow into adults	Using their observations and ideas to suggest answers to questions	frog tadpole frogspawn amphibian froglet	Pencils and colouring pencils