

Newquay Primary Academy –Autumn Term 2 Sequence– Science



RECEPTION What do you think?

Prior knowledge...
Talk about the differences between materials and changes they notice.

To observe changes of Autumn to Winter.
To describe weather associated with Winter. To explore materials to find which is best for house and boat building.

Weather, sunny, rainy, windy, snowy, sleet, hail, storm partly cloudy, icy, lightening, thunder, seasons, months, Autumn, Winter, materials, wood, strength, straw, weak wood, construct, choice.

1. Weather and Seasons. Talk about changes in Winter.
2. Look at the changes in the weather daily when the children discuss the calendar.
3. Have a snow day and see our winter observation pictures covered with snow.
4. Explore the natural world around them, using our bug hunting bags.
5. Talk about what they see and hear whilst outside using a wide vocabulary.
6. Start to explore the world map and which materials houses are built from around the world.
7. Decide what materials I would use to build my house.
8. Gather data on my preferences. What book do I prefer, what fruit do I like best, what marble treat shall we do.
9. Explore which material is best for a boat for my Gingerbread man. What happens if he gets wet?

Children will build their own house to stay safe from the Big Bad Wolf. Children will describe the weather to their friends.

YEAR 1 Seasonal Changes

Prior knowledge...
Children ask questions about the natural world. They will understand some important processes and changes around them including the seasons.

To observe changes across the four seasons. To observe and describe weather associated with the seasons and how day length varies -Autumn and winter (This will be done on a weekly basis with the children).

Weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, winter, autumn, Sun, sunrise, sunset, day length

1. To observe and describe how day length varies in the context of autumn and winter.
2. To observe changes across the 4 seasons by looking at how trees and the clothes that we wear change during autumn and winter.
3. To observe and describe weather associated with the seasons by observing and recording the weather.
4. To gather and record data to help in answering questions by recording the weather, temperature, rainfall and wind direction.
5. To observe changes across the 4 seasons by exploring how some animals adapt to survive in different seasons.

Children will create a mini film to explain the characteristics of autumn and winter.

YEAR 2 Living things and their habitats

Prior knowledge...
Children will have an awareness of different types of animals and the habitats they live in.

To explore and compare the differences between things that are living, dead, and things that have never been alive.
To 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.

Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival, names of local habitats (e.g. pond, woodland etc.), names of micro-habitats (e.g. under logs, in bushes etc.), conditions, light, dark, shady, sunny, wet, damp, dry, hot, cold, names of living things in the habitats and micro-habitats studied

1. We will learn and understand what a habitat is.
2. We will understand what is living and non-living and what animals and plants live in a woodland habitat.
3. We will explore which animals live in a woodland habitat and learn why animals live in a specific habitat.
4. We will create bug hotels.
5. We will learn about animal adaptations in a habitat and explore why some animals adapt.
6. We will explore plant adaptations in a habitat to help us understand that plants are also living things.
7. We will use our knowledge of animals and plants in a habitat to investigate a mystery habitat, identifying living and non-living things and how living things survive there.

Children will create their own creature and habitat and explain why it lives there.

INTENT

VOCABULARY / STICKY KNOWLEDGE

SEQUENCE OF LESSONS

OUTCOME / COMPOSITE