



Year 1/2 Curriculum Map



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



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 - Animals, including humans 1 - Health & survival

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 fat	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 1/2 Curriculum Map



Year 2 - Animals, including humans 2 - Life cycles

Lesson Intention	National Curriculum Reference	Scientific Enquiry Covered	Rocket Words Covered	Resources Needed
Order the stages of the human life cycle	Notice that animals, including humans, have offspring which grow into adults	Identifying and classifying	life cycle grow survive independent adult	Class presentation, pen, pencil, scissors, glue.
Describe the stages of a human life cycle	Notice that animals, including humans, have offspring which grow into adults	Identifying and classifying	foetus womb helpless toddler develop	Class presentation, handout.
Identify the offspring and parent of an animal	Notice that animals, including humans, have offspring which grow into adults	Using their observations and ideas to suggest answers to questions	offspring inherit gene resemble differences	Class presentation, scissors, glue, pen, pencil.
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	reproduction hatchling chick bar chart predict	Chicks & data, if available. If you have not hatch chicks, use the handout for chick data, squared paper.
Describe the life cycle of a butterfly	Notice that animals, including humans, have offspring which grow into adults	Asking simple questions and recognise that they can be answered in different ways	caterpillar transformation larva chrysalis metamorphosis	Class presentation, resources to enable the children to create a model of a butterflies life cycle; this may include plasticine, a selection of card or card board, tissue paper, paints/colouring pens, scissors, glue, 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 amphibian frogspawn tadpole froglet	Class presentation, pencils, colouring pencils.



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 learners 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 1/2 Curriculum Map



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,