

Charlton House Independent School Planning - Year 1/2



Cycle B	Autumn 1 (7 weeks)	Autumn 2 (6 weeks)	Spring 1 (6+ weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (4+ weeks)
Topic	A Charlton Child	A Toy Story	We're All Animals	A Changing World	London, London, Burning Bright	Fantastic Journeys
Science	<p>Year 1: Animals Including Humans (1/4) – identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Year 2: Animals Including Humans (2/3) - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p>	Year 2: Uses of Everyday Materials	<p>Year 1: Animals including humans (3/4) - 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.</p> <p>- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	Year 1: Seasonal changes	Working Scientifically half term	<p>Year 2: Plants</p> <p>Year 2: Living Things and Their Habitats (1/4) 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.</p>
<i>Seasonal changes: close observation of a tree in the grounds and its changes throughout the seasons.</i>						
Cross Curricular links	What each child needs to grow and	Toy materials	Animals!	How weather changes in the seasons	How could The Great Fire of London have been prevented?	Journey of seeds / bulbs to flowers. Food chain journey.



	thrive in life and at school.				Investigation into materials, homes, habitats).	
Working Scientifically Skills	<ul style="list-style-type: none"> • using their observations and ideas to suggest answers to questions 	<ul style="list-style-type: none"> • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions • performing simple tests 	<ul style="list-style-type: none"> • identifying and classifying 	<ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • using their observations and ideas to suggest answers to questions 	<ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions 	<ul style="list-style-type: none"> • observing closely, using simple equipment • performing simple tests

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Cycle A	Autumn 1 (7 weeks)	Autumn 2 (6 weeks)	Spring 1 (6+ weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (4+ weeks)
Science	Year 2: Living Things and Their Habitats (2/4): - 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	Year 1: Everyday Materials	Year 1: Plants	Year 2: Living Things and Their Habitats (1/4) - explore and compare the differences between things that are living, dead, and things that have never been alive	Working scientifically skills half term.	Year 2: Animals Including Humans (1/3) notice that animals, including humans, have offspring which grow into adults
Cross Curricular links	Difference between habitats in urban and rural settings.	Outfits / weapons etc of the heroes / villains.	Plants / trees that can be found in and around their home.	What's real / alive and what's not?	Seaside activities: ice cream / sand / rocks / habitats.	Family tree of the Royal Family.
Working Scientifically Skills	<ul style="list-style-type: none"> identifying and classifying 	<ul style="list-style-type: none"> using their observations and ideas to suggest answers to questions 	<ul style="list-style-type: none"> observing closely, using simple equipment identifying and classifying 	<ul style="list-style-type: none"> gathering and recording data to help in answering questions 	<ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways 	<ul style="list-style-type: none"> identifying and classifying using their observations and ideas to suggest



		<ul style="list-style-type: none"> performing simple tests 			<ul style="list-style-type: none"> observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions 	answers to questions
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Working Scientifically skills Key Stage 1:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions