

Overview of Activities, Linked to National Curriculum Programmes of Study

Activity	National Curriculum	What specific knowledge will children learn / revise?
Material Scavenger Hunt	<p>Year 1 - Everyday materials:</p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Year 2 - Everyday materials</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>Year 5 - Everyday materials</p> <ul style="list-style-type: none"> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets 	<ul style="list-style-type: none"> Types of everyday materials (e.g. wood, stone, glass, metal, plastic). What are the properties of these materials? (e.g. Do they stretch, bend? Are they rough/smooth, dull/shiny, waterproof/not waterproof, opaque/transparent, absorbent/not absorbent?)
Journey Sticks	<p>Year 1 - Plants</p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees <p>Year 2 - Living Things and Their Habitats</p> <ul style="list-style-type: none"> Identify and name a variety of plants and animals in their habitats, including micro-habitats 	<ul style="list-style-type: none"> Characteristics of the leaves of common trees (e.g. size, shape, colour, rough/smooth edge, spiky?) Names of trees found in the children's local environment. Identifying species of trees in the local environment by their leaves.
Tree Treasure Hunt	<p>Year 1 - Plants</p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees <p>Year 2 - Living Things and Their Habitats</p> <ul style="list-style-type: none"> Identify and name a variety of plants and animals in their habitats, including micro-habitats 	<ul style="list-style-type: none"> Characteristics of the leaves of common trees (e.g. size, shape, colour, rough/smooth edge, spiky?) Names of trees found in the children's local environment. Identifying species of trees in the local environment by their leaves.
Leaf Bingo	<p>Year 1 - Plants</p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees <p>Year 2 - Living Things and Their Habitats</p> <ul style="list-style-type: none"> Identify and name a variety of plants and animals in their habitats, including micro-habitats 	<ul style="list-style-type: none"> What are the characteristics of the leaves of common trees (e.g. size, shape, colour, rough/smooth edge, spiky?)
Tree and Plant Structure	<p>Year 1 - Plants</p> <ul style="list-style-type: none"> Identify and describe the basic structure of a variety of common flowering plants, including trees. 	<ul style="list-style-type: none"> Identify the component parts of the basic structure of plants/trees (roots, trunk/stem, branches, flowers, fruit, leaves) What is the function of each part?

	<p>Year 3 - Plants</p> <ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 	
Tree Structure Team Build	<p>Year 1 - Plants</p> <ul style="list-style-type: none"> Identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Year 3 - Plants</p> <ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 	<ul style="list-style-type: none"> Identify the component parts of the basic structure of plants/trees (roots, trunk/stem, branches, flowers, fruit, leaves)
Tree Water	<p>Year 3 - Plants</p> <ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Investigate the way water is transported within plants 	<ul style="list-style-type: none"> Identify the component parts of the basic structure of plants/trees (roots, trunk/stem, branches, flowers, fruit, leaves) What is the function of each part? How do plants take in water, transport water internally
Pollen Grab	<p>Year 3 - Plants</p> <ul style="list-style-type: none"> Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<ul style="list-style-type: none"> The part that pollination plays in the life cycle of plants The part that flowers play in attracting bees The role of bees in the pollination process
Planet Top Trumps	<p>Year 5 - Earth and Space</p> <ul style="list-style-type: none"> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system 	<ul style="list-style-type: none"> The names of the eight planets of the Solar System. Some of the characteristics of the planets (e.g. size, temperature, mass)
Seasonal	<p>Year 1 - Seasonal Changes</p> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. 	<ul style="list-style-type: none"> What are the four seasons? How does the weather change with each season?
Seasonal changes journey sticks	<p>Year 1 - Seasonal Changes</p> <ul style="list-style-type: none"> observe changes across the four seasons 	<ul style="list-style-type: none"> What are the four seasons? How plants respond to seasonal changes
Animal Grouping	<p>Year 1 – Animals, including humans</p> <ul style="list-style-type: none"> 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>Year 4 – Living Things and their Habitats</p> <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways 	<ul style="list-style-type: none"> Identify and name a variety of common animals Characteristics of categories of animals, including mammals, birds, reptiles, amphibians and fish What are carnivores, herbivores, omnivores?
Animal Grouping Hunt	<p>Year 1 – Animals, including humans</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Identify and name a variety of common animals What are carnivores, herbivores, omnivores?

	<p>Year 4 – Living Things and their Habitats</p> <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways 	
Animal Key Class Dash	<p>Year 1 – Animals, including humans</p> <ul style="list-style-type: none"> 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>Year 4 – Living Things and their Habitats</p> <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment 	<ul style="list-style-type: none"> Identify and name a variety of common animals How can animals be classified according to their characteristics?
Animal Guess Who	<p>Year 4 - Living Things and their Habitats</p> <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment 	<ul style="list-style-type: none"> How can animals be classified according to their characteristics?
Food Chain Chase	<p>Year 2 - Living Things and their Habitats</p> <ul style="list-style-type: none"> 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>Year 3 - Animals, including humans</p> <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. 	<ul style="list-style-type: none"> How plants and animals obtain their food What is a food chain? What is meant by 'predator', 'prey'
Food Chain Dash	<p>Year 2 - Living Things and their Habitats</p> <ul style="list-style-type: none"> 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>Year 3 - Animals, including humans</p> <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. 	<ul style="list-style-type: none"> How plants and animals obtain their food What is a food chain?
Habitat Build	<p>Year 2 - Living Things and their Habitats</p> <ul style="list-style-type: none"> 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 micro-habitats 	<ul style="list-style-type: none"> What is a habitat? What do habitats provide for animals? (food, shelter, protection etc) What is a micro-habitat?
Mini-beast and	<p>Year 2 – Living Things and their Habitats</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> What is a habitat? What do habitats provide for animals? (food, shelter, protection etc) What is a micro-habitat? The names and classifications of common mini-beasts

Habitat Hunt	<ul style="list-style-type: none"> Identify and name a variety of plants and animals in their habitats, including micro-habitats <p>Year 4 – Living Things and their Habitats</p> <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways 	
Mini-beast Top Trumps	<p>Year 2 – Living Things and their Habitats</p> <ul style="list-style-type: none"> Identify and name a variety of plants and animals in their habitats, including micro-habitats <p>Year 4 – Living Things and their Habitats</p> <ul style="list-style-type: none"> Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment 	<ul style="list-style-type: none"> Characteristics of common mini-beasts
Living and Non-Living	<p>Year 1 - Everyday Materials</p> <ul style="list-style-type: none"> Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Year 2 - Living Things and Their Habitats</p> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive 	<ul style="list-style-type: none"> Categories of materials: <ul style="list-style-type: none"> Things that are alive Things that are dead, but were once alive Things that were never alive What are the 'seven life processes'? (movement, respiration, reproduction, sensitivity to the environment, nutrition, growth and excretion)
Face Stations	<p>Year 1 - Animals, including humans</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<ul style="list-style-type: none"> What are the names of the parts of a human face? What are the five senses? Which part of the human face is associated with each sense?
Face Team Build	<p>Year 1 – Animals, including humans</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<ul style="list-style-type: none"> Names of the main body parts (including head, arms, face, ears, eyes, hair, mouth, teeth) What are the five senses? Which part of the body is associated with each sense?
Skeleton Relay	<p>Year 1 – Animals, including humans</p> <ul style="list-style-type: none"> 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>Year 3 – Animals, including humans</p> <ul style="list-style-type: none"> Identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<ul style="list-style-type: none"> Names of the main body parts (including head, neck, arms, body, elbows, hands, legs, knees and feet)
Skeleton Treasure Hunt	<p>Year 1 – Animals, including humans</p> <ul style="list-style-type: none"> 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>Year 3 – Animals, including humans</p> <ul style="list-style-type: none"> Identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<ul style="list-style-type: none"> Names of the main body parts (including head, neck, arms, body, elbows, hands, legs, knees and feet)
	<p>Year 1 – Animals, including humans</p>	

Body Build Scavenge	<ul style="list-style-type: none">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>Year 3 – Animals, including humans</p> <ul style="list-style-type: none">Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	<ul style="list-style-type: none">Names of the main body parts (including head, neck, arms, body, elbows, hands, legs, knees and feet)
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