

Term	Autumn One	Autumn Two	Spring One	Spring Two	Summer 1	Summer 1
Knowledge	Animals including humans	Animals including humans	Everyday materials	Everyday Materials	Growing	Growing and SRE
Seasonal Change						
Scientific enquiry	Classifying Researching	Classifying Researching	Classifying Comparative/fair testing	Researching Comparative/fair testing	Pattern Seeking	Observing over time
Working scientifically skills	To classify/group To ask scientific questions	Sensory experiment in the science lab	To ask scientific questions To observe closely To gather/record results To draw a conclusion	To plan an enquiry To make a prediction	To gather/record results	To observe closely To plan an enquiry
Building science capital	Visit to Whipsnade Zoo Now press Play	Using the Science Lab	*Skype in the classroom Connect with different industries to see how different materials are used e.g. a glassblowing studio, pottery studio, woodworking studio	Visitor/online Q and A with someone involved in recycling Learn how LEGO is made (industry link)	Planting bean seeds and sunflowers and wild flowers around the grounds Planting bulbs in the Autumn	Grow and eat their own food – beans, strawberries, cress, tomatoes
Composite knowledge	-What are the names of the animal groups? -Which group do you belong to? - What are the characteristics/features of the groups? - How can animals be grouped by their diet? - How can we keep our bodies healthy?	-Name the parts of the body. -What are the five senses and which parts of the body do they link to?	-What are the names of everyday materials? -What is the difference between an object and the material it is made from? -How can I group objects by material?	-Uses of materials in toy making – why are certain materials used for specific uses?	What are seasons? What types of weather will you see in different seasons?	What are plants and how do they work? What types of plants can you see in the UK?
Component knowledge	-identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals -identify and name a variety of common	-identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	-distinguish between an object and the material from which it is made -identify and name a variety of everyday materials, including	-distinguish between an object and the material from which it is made -identify and name a variety of everyday materials, including	-observe changes across the 4 seasons -observe and describe weather associated with the seasons and how day length varies	-identify and name a variety of common wild and garden plants, including deciduous and evergreen trees -identify and describe the basic structure of a

	<p>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>		<p>wood, plastic, glass, metal, water, and rock</p> <p>-describe the simple physical properties of a variety of everyday materials</p> <p>-compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p>wood, plastic, glass, metal, water, and rock</p> <p>-describe the simple physical properties of a variety of everyday materials</p> <p>-compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p>-compare the weather in the UK to the weather at the equator (Somalia)</p>	<p>variety of common flowering plants, including trees</p>
Vocabulary	<p>common animals, fish, mammals, amphibians, reptiles, birds, cold blooded, warm blooded, babies, eggs, live young, omnivores, carnivores, herbivores, teeth, canine, molars, incisors</p>	<p>senses, smell, taste, touch, hear, see</p> <p>Parts of the body ☺</p>	<p>Waterproof, durable, transparent, flexible, soft, hard, rough, smooth</p>	<p>Design, test, evaluate</p>	<p>Spring, Summer, Autumn, Winter</p> <p>Temperature, weather, light, dark</p>	<p>Plant, tree, bush, flower, stem, leaves, roots, soil, sun, water</p>
Links to prior knowledge	<p>Life cycles – Chicks and butterflies</p> <p>African snails</p>	<p>Reception: All about me</p>				
Key knowledge for assessment			<p>Names of some everyday materials</p> <p>Understanding of key vocabulary re. properties of materials and how to group objects by material</p>	<p>Uses of different materials – what is the best material</p> <p>How to test a material for durability, flexibility, and waterproof(ness)</p>	<p>Understanding of what seasons are</p> <p>Ability to describe the four seasons in the UK</p> <p>Ability to explain how temperature, weather and length of days change</p>	<p>Knowing what a plant is, and being able to name some types of plant.</p> <p>Being able to describe what a plant needs to grow.</p>
Cross-curricular links	<p>Art: animal pictures</p> <p>Big Writing: Who am I? (Tiger)</p> <p>PE: Healthy bodies and animal dancing/movement</p>	<p>Big writing sensory poems,</p> <p>Music: Heads, shoulders, knees and toes</p>	<p>The Oceans – design a boat and choose appropriate materials</p>	<p>Toys – designing a bath toy</p> <p>Toys – open-ended investigation. Design a toy that will last the longest/be the most durable</p>	<p>Weather – Geography topic</p> <p>National Gallery Zoom session</p>	<p>Weather and season – Summer 1</p> <p>Link to Nepal project (food growing in the UK and Nepal)</p> <p>Waltham Abbey trip</p>

						D&T -Greenhouses
Oracy & Outdoor Learning Links	Fact run for animal characteristics.	Sensory walk with hot chocolate 😊		Signs of Spring walk	Wild plant hunt Outdoor planting (sunflowers and beans) Now Press Play Weather prediction	Drawing trees and plants on the field.