YEAR A AUT 1	EY OWLS Understanding of the World	Y1 OWLS Science	Y2 OWLS Science
Focus	***EYFS 30-50 months Understanding the World: The World*** ***The Learner:*** *Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.* *• Can talk about some of the things they have observed such as plants, animals, natural and found objects.* *• Talks about why things happen and how things work.* *• Developing an understanding of growth, decay and changes over time.* *• Shows care and concern for living things and the environment.*	Animals – Common vertebrates. Carnivores, herbivores & omnivores Focus on owls	Animals – Basic Needs Classification Focus on owls
Suggested Activities	Features of an owl – compare them to other birds. Look at other nocturnal creatures and their habitats. Incubate chicken eggs. Observe eggs hatching and chicks growing. Look at the life cycle of a chick and of owls. What do we need to sustain life? Food, water, shelter etc	*Assess beginning point – identify variety of common animals incl fish, amphibs, reptiles, birds & mammals. Sort them into carns, herbs & omnivores.* Compare structure of variety of vertebrates incl pets, & those in local environment. Research teeth and eye position of animals to work out diet. *Assess end – what have you learnt?Re-sort pictures.* *Assess beginning point –Change Challenge Sci Enq – first, and then, and then, finally.* **Focus on life cycle of an owl – links to literacy information writing on owls.** Observe eggs hatching and chicks growing. Fill in a diary class or indiv diary. *Assess end – what have I learnt about owls/chicks/ birds/eggs etc*	*Assess beginning point – sort pictures of different vertebrates. Guess the criteria other children have used.* Research features of the different vertebrate groups (or visit zoo/BCA). Make own key of features of vertebrate groups. *Assess end – what have you learnt?Re-sort pictures.* *Assess beginning point – draw the life cycle of a bird.* **Focus on life cycle of an owl – links to literacy information writing on owls.** Observe eggs hatching and chicks growing. Decide how to make a diary of this. *Assess end – add to original life cycle of a bird – circle changes.*
Scientific Enquiry	***Video or real life observation of a bird life cycle over time eg living eggs.***	***Sorting/grouping animals according to what they eat.*** ***Finding pattern between teeth/eye position & diet.*** ***Video or real life observation of a bird life cycle over time eg living eggs.*** ***Record simple data***	***Video or real life observation of a bird life cycle eg living eggs.*** ***Devise their own diary and how to present evidence (photos/ labels/captions/drawings).***
Eco School & Woodland	Establish safety routines (high visibility jackets, splash suits, welly boots) with walks from school to the woodlands each week. Explore different birds in our habitat.	owl pellets, evidence of birds & general wildlife – food, shelter.	owl pellets, evidence of birds & general wildlife – food, shelter.

YEAR A AUT 2	EY VICTORIANS Understanding of the World	Y1 VICTORIANS Science	Y2 VICTORIANS Science
Focus	***EYFS 30-50 months Understanding the World: The World*** ***The Learner:*** *Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.* *• Can talk about some of the things they have observed such as plants, animals, natural and found objects.* *• Talks about why things happen and how things work.* *• Developing an understanding of growth, decay and changes over time.* *• Shows care and concern for living things and the environment.*	Humans – Parts of the body, senses.	Humans - Health & Growth Healthy Eating Keeping Safe (Medicines)
Suggested Activities	Explore personal time lines. What I was like each year from birth to 5. Compare different people and their experiences and the different stages of growth. Talk about growing and things needed for healthy living. Senses – what do we need them all for? Hearing walk, tasting 4 different food types for our tongue, feely bag activities.	*Assess beginning point – label the parts of the body they know on an outline of a person (draw round child on playground?)* Play Simon Says, Investigation – is the oldest person in the class the tallest? Take photo of chdn in age order. Chdn to comment *Assess End – What have you learnt?* *Assess beginning point –draw the 5 parts of the body you use for your senses. Match a sense to each one.* Sensory Search Sci Enq Game Pelmonism – sense/organ on one side pic or word on other eg sense/see, organ/eye. **G&T – research animals with heightened senses and how these organs have adapted.** *Assess end – add or redraw senses work. Ext – Match a sense and organ to a scenario eg birdsong/hearing/ears (make sure identify which is sense and which is organ).*	*Assess beginning point – show life cycle of bird from last term. Ask chdn to draw life cycle of a person. Give prompts for points of devt? Teeth, movement, size?* Invite parent of baby & toddler in to ask questions about their devt. Investigation on human variation. Grab a Graph Science Enquiry Game *Assess End – What have you learnt?* *Assess beginning point – you have to look after a family by providing their food. It must be healthy and inviting. Draw a meal for them.* Name each food group and what it does. Sort food into food groups for a display. Ext – find salt & sugar content of apparently healthy foods, compare to non healthy. *Assess end – add or redraw meal. Ext - Be the teacher for some similar meals OJ/fresh fruit, milk/flavoured milk.* Teach keeping safe – children to do information poster for BO & TO.
Scientific Enquiry	***Exploration using senses***	***Answering a question by looking at a simple investigation.*** ***Exploration using senses.*** ***Research.***	***Asking Qs about human variation and devising tests/ gathering info to answer those Qs eg longest legs jump the furthest?*** ***Record simple data, see patterns.*** ***Use observations to suggest answers. Discuss findings using scientific language.***
Eco School & Woodland	Plants & herbs in our garden – sensory aspect. Sensory walk.	Plants & herbs in our garden – sensory aspect. Sensory walk.	Herbs in our garden – medicinal

YEAR A SPR 1	EY SPACE Understanding of the World	Y1 SPACE Science	Y2 SPACE Science
Focus	***EYFS 40-60 months Understanding the World: The World*** ***The Learner:*** ***Looks closely at similarities, differences, patterns and change.***	Everyday Materials	Uses of everyday materials. Changes of shapes of materials
Suggested Activities	Look at the different planets in our solar system and talk about their different features. Look at the distinctiveness of earth and that life can exist here. The Sun – explore what we need it for. Look at plants and how they grow – explore the need for light. Materials – look at all the different materials that exist naturally in our world. Sort them in different ways and look at what they are used to make.	*Assess beginning point –sort objects made from variety of materials. How do they sort? Record their criteria. Then ask them to sort by what they are made of. Record/dated photo.* Object/material game. Hold up an object card (eg OBJECT pencil) and the chdn collect a pencil. Hold up a material card (eg MATERIAL wood) and they find something made from wood. Have hoops with property labels. Chdn sort selection of objects of diff materials into the hoops. Can some go in more than one hoop? Investigate –how can we keep teddy dry? Or try to make more space orientated. Put compare bear in a clear container with umbrella disc over the top in different materials. Predict, observe, discuss. **G&T Include variety of waterproof materials, but not all flexible/comfortable. Can they get point of fit for purpose as well as waterproof?**	*Assess beginning point – property game. Sort objects by material, by property, natural/manmade. Extend with unusual materials. Photo evidence.* School walk – list the materials that different things are made of – table, Sort materials natural/ manmade. Question quibble game – what if table made of wool? Research what materials are used in space and why. Science Stuff Game – introducing science equipment. Investigate – if we were making something for an astronaut what would we make it out of? Eg spacesuit. *Assess – What have you learnt? Video, labelled drawings, written* **Link to history – NASA scientists who have invented new material for use in space.**
Scientific Enquiry	***Explore the world around them and raise their own simple questions***	***Explore the world around them and raise their own simple questions.*** ***Investigation – pose own Qs, carry out investigation, record data, discuss findings using scientific language.***	***Asking Qs*** ***Research – space materials*** ***Investigation – pose own Qs, decide on own investigation, carry out investigation, record data, discuss findings using scientific language.***
Eco School & Woodland	Look at the changes in our woodland according to the changing seasons. Plants and growth	Continue Seasonal work – changing trees, weather etc.	

YEAR A SPR 2	EY FOOD & FARMING Understanding of the World	Y1 FOOD & FARMING Science	Y2 FOOD & FARMING Science
Focus	***EYFS 40-60 months Understanding the World: The World*** ***The Learner:*** ***Looks closely at similarities, differences, patterns and change.***	Plants – basic structure Plants – which parts can we eat? Where do they come from?	Plants - seeds & bulbs Conditions for healthy growth
Suggested Activities	Healthy eating – look at the different food groups and talk about a balance diet. Make food plates using the different groups, and talk about how they help our bodies. Look at how plants grow and the different stages – what will they need to help them? Life cycle of an apple – from seed to apple. Make apple sauce to taste.	Look at the structure of local plants including trees and grasses. Investigation – what conditions do plants need for healthy growth. Use simple plant eg cress Life cycle of a bean. Look at a selection of plants that we eat and sort them into root, stem, leaf etc.	Look at the structure of local plants including trees, grasses and local crops. Investigation – what conditions do plants need for healthy growth. What if we give them extra food (like farmers)? Also look at sandy soil, rich soil. Life cycle of a grain. Look at a selection of plants that we eat and sort them into root, stem, leaf etc. Include grains etc that are harder to identify.
Scientific Enquiry	*Explore world around them and raise own simple questions.* *Observe closely changes over time.*	*Explore world around them and raise own simple questions. Carry out simple tests. Observe closely changes over time. Use observations to suggest answers to questions. Record and communicate their findings.*	*Explore world around them and raise own simple questions. Carry out simple tests. Observe closely changes over time. Use observations to suggest answers to questions. Record and communicate their findings.*
Eco School & Woodland	Planting seeds. Visit to BCA/walk to Stubbings to see crops. Maintenance of school garden Identification of local trees – looking at buds Identification of spring plants	Planting seeds. Visit to BCA/walk to Stubbings to see crops. Maintenance of school garden Identification of local trees – looking at buds Identification of spring plants	Planting seeds. Visit to BCA/walk to Stubbings to see crops. Maintenance of school garden Identification of local trees – looking at buds Identification of spring plants

YEAR A SUM 1	EY HOMES Understanding of the World	Y1 HOMES Science	Y2 HOMES Science
Focus	***EYFS ELG*** *Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.*	Seasonal Change Where do animals make their homes?	All living things & their habitats Habitats of the world. Food chains
Suggested Activities	Look at the different homes we live in – compsre to other countries around the world and look at their features. What kind of house might you need in a specific habitat? What are houses made of of? (Link to the 3 Little Pigs) Make houses in the school grounds for different animals. Explore their homes – what are they made out of and why? How do they help them to be sheltered? Link to armoured animal and those with their homes on their backs. Look at different characteristics of animals – why do some need to protect themselves?	Set up a school wormery or ant farm Look at spring/summer changes. WHY are the trees coming into leaf? Baby animals being born? How are the days different to winter? (temperature, day length) *Assess beginning point – identify variety of common animals incl fish, amphibs, reptiles, birds & mammals.* Where do animals live/make their homes? *Sort them into carns, herbs & omnivores.* incl pets, & those in local environment. Research teeth and eye position of animals to work out diet. *Assess end – what have you learnt?Re-sort pictures.*	Set up a school wormery or ant farm Assess knowledge of living/not living/once living and what animals need to be healthy – food, water, shelter, air What different habitats around the world do the children know? Make a display related to geography. Recap on vertebrate groups from Autumn 1 Owls. Look at food chains – bbc.bitesize videos x2 then do games on: http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks1/science/hamshall/food_chains/ Add food chain work to the display.
Scientific Enquiry	Explore the world around them	Explore the world around them Use simple features to compare living things – identifying and classifying	Explore the world around them Use simple features to compare living things – identifying and classifying
Eco School & Woodland	***Woodland walk to look for evidence of animal homes – link to animals with their homes on their backs***	***Woodland/BCA walk to look for evidence of animal homes – verts & inverts.***	***Woodland/BCA walk to look for evidence of animal homes – verts & inverts.***

YEAR A SUM 2	EY CIRCUS Understanding of the World	Y1 CIRCUS Science	Y2 CIRCUS Science
Focus	***EYFS ELG*** *Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.*	Minibeasts (flea circus!)	All living things & their habitats cont – minibeasts ponds, grass, trees ....
Suggested Activities	Minibeasts – explore the different minibeasts and look at their features. Compare different categories and look at different ways of sorting. Create own new minibeasts unsing online site – look at what the minibeasts could do with each different feature, and what habitat they might live in with wings, legs, a hard back etc. Caterpillars and butterflies – life cycle.	Minibeast identification	Class book on minibeasts – own research. Know the features of an insect, beetle, spider Study different habitats to see if there is a difference in the minibeasts found there.
Scientific Enquiry	***Use a classification key to identify minibeasts***	***Use a classification key to identify minibeasts*** ***Observe closely and note changes over time.*** ***Record findings in a range of ways (photos/ labels/captions/drawings).***	***Use a classification key to identify minibeasts*** ***Observe closely and note changes over time.*** ***Record findings in a range of ways (photos/ labels/captions/drawings).*** ***Use secondary sources to find answer.***
Eco School & Woodland	Minibeast hunt in school/woodland	Minibeast hunt in school/woodland	Pond dipping / 'grass sweeping' at BCA Minibeast hunt in school/woodland