

| YEAR B AUT 1 | EY The Oscars/Me Myself I Understanding of the World | Y1 The Oscars/Me, Myself, I, Science | Y2 The Oscars/Me, Myself, I Science |
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| Focus | <p><i>EYFS 30-50 months Understanding the World: The World</i></p> <p>The Learner: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <ul style="list-style-type: none"> • 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. | <p>Humans – Parts of the body Senses</p> | <p>Humans - Health & Growth Healthy Eating Keeping Safe (Medicines)</p> |
| Suggested Activities | <p>Explore our bodies and the different features we have – what function do our body parts serve? Play Heads, shoulders, knees and toes, and incorporate other body parts. Look at bones and how they are needed – focus on the skeleton.</p> <p>Senses – what do we need them all for? Hearing walk, tasting 4 different food types for our tongue, feely bag activities.</p> <p>Healthy eating – making smoothies and vegetable soup. Talk about why our bodies need healthy food – what does it do?</p> | <p>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?</p> <p>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).</p> | <p>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 with medicines – children to do information poster for BO & TO.</p> |
| Scientific Enquiry | <p><i>Exploration using senses.</i></p> | <p><i>Answering a question by looking at a simple investigation.</i> <i>Exploration using senses.</i> <i>Research.</i></p> | <p><i>Asking Qs about human variation and devising tests/ gathering info to answer those Qs eg longest legs jump the furthest?</i> <i>Record simple data, see patterns.</i> <i>Use observations to suggest answers. Discuss findings using scientific language.</i></p> |

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| Eco School & Woodland | Establish safety routines (high visibility jackets, splash suits, welly boots) with walks from school to the woodlands each week. | Plants & herbs in our garden – sensory aspect. Sensory walk. | Plants & herbs in our garden – sensory aspect. Sensory walk. Herbs in our garden – medicinal |

| YEAR B AUT 2 | EY NARNIA Understanding of the World | Y1 NARNIA Science | Y2 NARNIA Science |
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| Focus | <p><i>EYFS 30-50 months Understanding the World: The World</i></p> <p>The Learner: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <ul style="list-style-type: none"> • 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. | <p>Animals – identifying, grouping & sorting</p> <p>Groups – mix and match Narnia style!</p> | <p>Animals – Basic Needs</p> <p>Surviving Winter including hibernation & camouflage</p> |
| Suggested Activities | <p>Look at the Narnia animals and talk about what we might find in our woodland. Compare different animals and sort into different habitats. Look at different ways of sorting.</p> <p>Look at what happens around us in nature at Wintertime, and compare it to Autumn - explore trees, weather and what animals do during Winter.</p> | <p>Can the chdn sort pics of plants and animals? Look at the animals in the Narnia stories – how some of them are half one animal, half another. Have a selection of ‘half and half’ animals for the children to sort back into ‘proper’ animals. Chdn to sort animals into groups eg pets, farm, jungle – or any other criteria. They sort and rest of class to ‘guess the labels’ for the sorting ie the criteria used. Is there only one right answer? Begin to introduce concept of carnivores and herbivores.</p> | <p><i>Assess beginning point – sort pictures of different vertebrates. Guess the criteria other children have used.</i></p> <p>Research features of the different vertebrate groups (or visit zoo/BCA). G&T research & make own key of features of vertebrate groups.</p> <p><i>Assess end – what have you learnt? Re-sort pictures.</i></p> <p><i>Assess beginning point –</i></p> <p>Animals in winter eg display to research hibernation, camouflage & migration.</p> |
| Scientific Enquiry | <i>Explore world around them and raise own questions.</i> | <i>Explore world around them and raise own questions. Deciding how to sort/group animals.</i> | <i>Use features to compare living things and decide how to sort them. Begin to notice patterns & relationships.</i> |
| Eco School & Woodland | Explore woodland creatures and compare with creatures found in school grounds. | Build a beaver’s dam/home Looking at local trees and their seeds | Build a hibernation den Identify local trees and their seeds. Different seed dispersal |

| YEAR B SPR 1 | EY THE ELEMENTS EARTH/WIND/FIRE/WATER Understanding of the World | Y1 THE ELEMENTS EARTH/WIND/FIRE/WATER Science | Y2 THE ELEMENTS EARTH/WIND/FIRE/WATER Science |
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| Focus | <p><i>EYFS 40-60 months Understanding the World: The World</i></p> <p><i>The Learner: Looks closely at similarities, differences, patterns and change.</i></p> | Everyday Materials | Uses of everyday materials. Changes of materials |
| Suggested Activities | <p>Materials: investigative inquiry and experiments: how long does it take ice cubes to melt, what can you do to make them melt faster? Look at the properties of ice, water and steam.</p> <p>Changing states (cooking, using heat) – look at how to make a fire, and the safety aspects on being near fire.</p> <p>Earth – planting and watching plants grow.</p> <p>Rocks different kinds and sorting activities, vocabulary: precious and semi precious stones.</p> <p>Investigate birds in the sky and look at how they fly. Explore flying kites and making paper aeroplanes – how can we make them fly better?</p> | <p><i>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.</i></p> <p>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.</p> <p>Have hoops with property labels. Chdn sort selection of objects of diff materials into the hoops. Can some go in more than one hoop?</p> <p>Investigate – how can we keep teddy dry? Put compare bear in a clear container with umbrella disc over the top in different materials. Predict, observe, discuss.</p> <p>G&T Include variety of waterproof materials, but not all flexible/comfortable. Can they get point of fit for purpose as well as waterproof?</p> | <p><i>Assess beginning point – property game. Sort objects by material, by property, natural/manmade. Extend with unusual materials. Photo evidence.</i></p> <p>School walk – list the materials that different things are made of – table,</p> <p>Sort materials natural/ manmade.</p> <p>Research plastic incl scientists who invented it.</p> <p>Question quibble game – what if table made of wool?</p> <p>Look at a variety of materials that have been made by heating eg pottery, bricks, glass, tarmac etc. Research who invented tarmac.</p> <p>Science Stuff Game – introducing science equipment.</p> <p>Investigate – how to keep ice pops frozen what materials could we wrap them in?</p> <p><i>Assess – What have you learnt this term? Video, labelled drawings, written</i></p> <p>Link to DT – make</p> <p>Link to scientists – development of tarmac</p> |
| Scientific Enquiry | <i>Explore the world around them and raise their own simple questions.</i> | <p><i>Explore the world around them and raise their own simple questions.</i></p> <p><i>Investigation – pose own Qs, carry out investigation, record data, discuss findings using scientific language.</i></p> | <p><i>Explore the world around them and raise their own simple questions.</i></p> <p><i>Use features to compare objects. Decide how to sort and group them.</i></p> <p>Research – tarmac</p> <p><i>Investigation – pose own Qs, decide on own investigation, carry out investigation, record data, discuss findings using scientific language.</i></p> |
| Eco School & Woodland | <p>Continue Seasonal work – changing trees, weather etc.</p> <p>Look at the birds and hibernation at this time of year.</p> | Continue Seasonal work – changing trees, weather etc. | <p>Continue Seasonal work – changing trees, weather etc.</p> <p>Hide and seek of natural and manmade items in woodland. Chdn to find and sort.</p> <p>Bury items made from variety of materials in earth. How long do they take to break down?</p> |

| YEAR B SPR 2 | EY CHOCOLATE Understanding of the World | Y1 CHOCOLATE Science | Y2 CHOCOLATE Science |
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| Focus | <p><i>EYFS 40-60 months Understanding the World: The World</i></p> <p><i>The Learner: Looks closely at similarities, differences, patterns and change.</i></p> | <p>Plants – basic structure, rainforest Plants – which parts can we eat? Where do they come from? Animals of the rainforest</p> | <p>Living things & their habitats Habitats of the world focus rainforest animals & plants. Plant adaptations</p> |
| Suggested Activities | <p>Look at the melting process of chocolate and how its properties change. Taste different types of chocolate and explore the sense of taste by identifying the flavour.</p> <p>Identify features of a rainforest Make mini rainforests and use accurate colours and shapes for the vegetation and creatures found there.</p> <p>Rainforest animals - observe what they are and write about them. Animal habitats – make shelters for different rainforest animals around the school grounds Link to Big Write – writing about chocolate</p> <p>Frog life cycles – look at the changes at each stage.</p> | <p>Look at the structure of local plants including trees and grasses. Investigation – what conditions do plants need for healthy growth. Look at a selection of plants that we eat and sort them into root, stem, leaf etc. Animals of the rainforest.</p> | <p>Look at where chocolate is produced. Study rainforest habitat – plants & animals, producing 3d display with links to art. Bring in leaves/rainforest plants for children to observe, draw and look at using easiscope – looking at adaptations to tropical conditions. Look at how animals have adapted to the different layers of the rainforest. Investigation – do larger seeds produce taller plants?</p> |
| Scientific Enquiry | <p><i>Explore world around them and raise own simple questions. Carry out simple tests.</i></p> | <p><i>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.</i></p> | <p><i>Raise own questions. Carry out simple tests. Observe closely using simple equipment, observe change over time. Begin to notice patterns and relationships. Record simple data. Communicate findings in a range of ways and use simple scientific language.</i></p> |
| Eco School & Woodland | <p><i>Compare the habitat of the woodlands to that of a rainforest – look at the different animals and vegetation found in each.</i></p> | <p>Planting seeds. Maintenance of school garden Identification of local trees – looking at buds Identification of spring plants</p> | <p>Planting seeds. Maintenance of school garden Trip to BCA/Living Rainforest/Kew to study leaves of plants from different habitats – local, rainforest & desert. Identification of local trees – looking at buds Identification of spring plants</p> |

| YEAR B SUM 1 | EY DRAGONS Understanding of the World | Y1 DRAGONS Science | Y2 DRAGONS Science |
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| Focus | EYFS ELG <i>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.</i> | Seasonal Change What animals eat – carnivores, herbivores, omnivores. | All living things & their habitats Habitats of the world. Food chains |
| Suggested Activities | Explore different types of animals and look at their features – what different groups could we sort them into? Observational work on scales – look at different scaly creatures and compare the habitats they live in. | 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) <i>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.</i> | Beginning Assessment – sort pictures of living, non living and once living things. What criteria do they use? Can the children list what animals need to survive? (Water, food, shelter, air) – look for evidence of these in the school grounds. What habitats can they name? Give out pictures of different habitats – what plants and animals will they draw there? Look at BBC science video clips to learn about different habitats. Food chains – energy source/sun, producer, consumers. Can chdn do diff food chains for diff habitats? |
| Scientific Enquiry | <i>Identifying and classifying</i> | <i>Explore the world around them and raise own questions Identifying and classifying Use secondary sources Begin to notice patterns and relationships</i> | <i>Explore the world around them and raise own questions Identifying and classifying Use secondary sources Begin to notice patterns and relationships</i> |
| Eco School & Woodland | Woodland walk to see seasonal changes | Woodland walk to see seasonal changes | Look in school grounds, woodland and BCA grounds for different habitats and micro habitats. Any evidence of food chains? |

| YEAR B SUM 2 | EY THE BEATLES Understanding of the World | Y1 THE BEATLES Science | Y2 THE BEATLES Science |
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| Focus | EYFS ELG <i>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.</i> | Minibeasts | All living things & their habitats cont – minibeasts (Beatles!). 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 using 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. | ‘Growing’ butterflies Minibeast identification | ‘Growing’ butterflies 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 | <i>Use a classification key to identify minibeasts</i> | <i>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).</i> | <i>Use a classification key to identify minibeasts Observe closely and note changes over time. Devise own diary of butterfly life cycle. Record findings in a range of ways (photos/ labels/captions/drawings). Use secondary sources to find answer.</i> |
| Eco School & Woodland | Minibeast hunt – compare minibeasts in the school grounds and in the woodlands. | Minibeast hunt in school/woodland | Pond dipping / ‘grass sweeping’ at BCA Minibeast hunt in school/woodland |
| Living eg of Life Cycle | Life cycle of a butterfly. Set up mesh garden & observe changes. | | |