

YEAR C AUT 1	EY THERE AND BACK AGAIN - JOURNEYS & EXPLORERS Understanding of the World	Y1 THERE AND BACK AGAIN - JOURNEYS & EXPLORERS SCIENCE	Y2 THERE AND BACK AGAIN - JOURNEYS & EXPLORERS SCIENCE
<b>Focus</b>	<p><i>EYFS 30-50 months Understanding the World: The World</i></p> <p><b>The Learner:</b> 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"> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• Talks about why things happen and how things work.</li> <li>• Developing an understanding of growth, decay and changes over time.</li> <li>• Shows care and concern for living things and the environment.</li> </ul>	Seasonal Changes	Seasonal Changes Changes in plants - life cycles. Migration
<b>Suggested Activities</b>	Going on a journey to the woodland area – exploring what we find there. Use class calendar to talk about different kinds of weather and seasons. Explore the journey of an apple, from seed to plant to tree to an apple falling – record the different stages and make apple sauce to taste together. Leaf printing – make observational sketches and discuss the different colours.	Assess – what do I know about the seasons? Record the weather each day and relate it to the season we are in ( <b>ongoing through year</b> ). Choose a few trees to look at through the year (incl deciduous and evergreen). Take a photo of trees ( <b>ongoing through year and discuss changes related to seasons</b> ). Go on a tree seed hunt – can you find the tree the seed came from? How many trees can you name? What are the different parts of a tree called? Migration – <a href="#">link to literacy with a migration story</a> .	Assess – what do I know about the seasons? Start a weather station to measure wind direction, temperature, rainfall, air pressure ( <b>G&amp;T relate air press to weather conds</b> ). How will we record this information? How do we think our observations will change over the year? Look at how the Earth travels around the sun and how this changes day length and the seasons. How will we record day length? <b>Ongoing through year.</b> <a href="#">Link to S&amp;L be a weather presenter</a> . Tree hunt – identify & look for their seeds. Relate to explorer and scientist Charles Darwin (use box). Tree life cycles. <a href="#">Link to history</a> Migration – V formations of flying birds. Where are they going, why? Research one migratory bird.
<b>Scientific Enquiry</b>	<i>Explore the world around them and raise own simple questions.</i>	<i>Explore the world around them and raise own simple questions.</i> <i>Observe closely, changes over time.</i> <i>Use simple equipment to gather data (cameras, hand lenses).</i> <i>Record and communicate their findings.</i> <i>Begin to use scientific language</i>	<i>Explore the world around them and raise own simple questions.</i> <i>Observe closely, using simple equipment, changes over time.</i> <i>Use simple measurements and equipment to gather data.</i> <i>Record and communicate their findings.</i> <i>Begin to use scientific language</i>
<b>Eco School &amp; Woodland</b>	Establish safety routines (high visibility jackets, splash suits, welly boots) with walks from school to the woodlands each week.	Tree & seed hunt, plant a tree if poss, Autumn observational walk, artwork with fallen leaves Plant amaryllis bulbs to observe over time	Tree & seed hunt, plant a tree if poss, Autumn observational walk, artwork with fallen leaves  Plant amaryllis bulbs to observe over time

YEAR B AUT 2	EY TOY STORY Understanding of the World	Y1 TOY STORY SCIENCE	Y2 TOY STORY SCIENCE
<p><b>Focus</b></p>	<p><i>EYFS 30-50 months Understanding the World: The World</i></p> <p><b>The Learner:</b> <i>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</i></p> <ul style="list-style-type: none"> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• Talks about why things happen and how things work.</li> <li>• Developing an understanding of growth, decay and changes over time.</li> <li>• Shows care and concern for living things and the environment.</li> </ul>	<p>Everyday materials</p>	<p>Uses of everyday materials. Change materials      Forces</p>
<p><b>Suggested Activities</b></p>	<p>Introduce materials, materials hunt around the school.</p> <p>Making toys with moving parts (cars, puppets: split pin, marionette, shadow, hand) Discuss the materials used and why we use them.</p> <p>Sorting – use objects found inside and outside, and sort according to their properties.</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 – if we were making a cowboy hat for Woody what would we make it out of?</p> <p><b>G&amp;T Include variety of waterproof materials, but not all flexible/comfortable. Can they get point of fit for purpose as well as waterproof?</b></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, Sort materials natural/ manmade. Research plastic incl scientists who invented it. Question quibble game – what if table made of wool? Look at a variety of toys – what are they made of and why? Include old and new toys. Science Stuff Game – introducing science equipment. Investigate – how far can we stretch a stretchy toy? How could we make it stronger/stretch further? Use stretchy sweets eg shoe laces. What happens when we put more than one together? Also compare crepe paper strip to twisted crepe paper strip. <i>Assess – What have you learnt this term? Video, labelled drawings, written</i></p> <p><b>Link to DT – make toy/car</b> <b>Link to scientists – development of plastic</b></p>
<p><b>Scientific Enquiry</b></p>	<p><i>Explore the world around them and raise their own simple questions.</i></p>	<p><i>Explore the world around them and raise their own simple questions.</i> <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> <i>Use features to compare objects. Decide how to sort and group them.</i> <i>Research – plastic</i> <i>Investigation – pose own Qs, decide on own investigation, carry out</i></p>

			<i>investigation, record data, discuss findings using scientific language.</i>
<b>Eco School &amp; Woodland</b>	Continue Seasonal work – changing trees, weather etc.	Continue Seasonal work – changing trees, weather etc.	Continue Seasonal work – changing trees, weather etc. Hide and seek of natural and manmade items in woodland. Chdn to find and sort. Cover items made from variety of materials in carpet. How long do they take to break down?

<b>YEAR B SPR 1</b>	<b>EY THE ELEMENTS TAKE ONE PICTURE Understanding of the World</b>	<b>Y1 THE ELEMENTS TAKE ONE PICTURE SCIENCE</b>	<b>Y2 THE ELEMENTS TAKE ONE PICTURE SCIENCE</b>
<b>Focus</b>	<i>EYFS 40-60 months Understanding the World: The World</i>  <i>The Learner:</i> <i>Looks closely at similarities, differences, patterns and change.</i>	Samurai - Everyday Materials	Samurai - Uses of everyday materials. Changes of materials
<b>Suggested Activities</b>	Look at the armour on Samurai warrior, and compare to armoured animals. Investigate tortoises, crabs, armadillos and other armoured animals – look at the use of their shell and how they are protected. Birds – compare and contrast British and Japanese birds and look at their features.		
<b>Scientific Enquiry</b>	<i>Explore the world around them and raise their own simple questions.</i>		
<b>Eco School &amp; Woodland</b>	Compare our habitat in woodlands with that in Japan – contrast of animals living in each place.		

YEAR B SPR 2	EY GORILLAS Understanding of the World	Y1 GORILLAS SCIENCE	Y2 GORILLAS SCIENCE
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>	Identify common animals , incl rainforest. Carns, herbs & omns	Compare living, dead, never been alive. Classification of vertebrates Living things & their habitats Habitats of the world - focus gorillas in rainforest & plants of rainforest.
Suggested Activities	<p>Identify features of a jungle</p> <p>Make mini jungles and use accurate colours and shapes for the vegetation and creatures found there.</p> <p>Gorillas – look at the features of a gorilla – observe what they are like and write about them. Animal habitats – where does a gorilla live? Make gorilla shelters around the school grounds.</p> <p>Link to Big Write – writing about gorillas.</p> <p>Frog life cycles – look at the changes at each stage.</p>	<p><i>Assess beginning point – identify variety of common animals incl fish, amphibs, reptiles, birds &amp; mammals. Sort them into carns, herbs &amp; omnivores. Take photo evidence.</i></p> <p>Compare structure of variety of vertebrates incl pets, &amp; those in local environment. Research teeth and eye position of animals to work out diet.</p> <p><i>Assess end – what have you learnt?Re-sort pictures &amp; photograph.</i></p> <p><i>Assess beginning point –Change Challenge Sci Enq – first, and then, and then, finally.</i></p> <p>Focus on feeding (relate to position of eyes/sort of teeth), life cycle, habitat of a gorilla. <a href="#">Links to literacy information writing on gorillas, gorilla stories.</a></p> <p>Observe frog spawn developing (link to tree frogs). Fill in a class diary class or indiv diary. <i>Assess end – what have I learnt about</i></p>	<p><i>Assess beginning point – sort pictures of non living objects, once living objects, plants &amp; animals. Guess the criteria other children have used. Take notes on discussion.</i></p> <p>What do all living things need to survive? Research features of the different vertebrate groups (or visit zoo/BCA). Solve vertebrate riddles. <i>Assess end – what have you learnt?Re-sort pictures.</i></p> <p>What can chdn remember about a rainforest from Chocolate topic Year B Spr 2? Make mind map. Focus gorilla – life cycle, habitat &amp; adaptations. <b>G&amp;T – what is the difference between a gorilla and a monkey (primate research).</b> <b>Links to literacy information writing on gorillas, compare books by Anthony Browne.</b></p> <p>Bring in tropical plants and look at adaptations to living in a rainforest. Useful websites – Marwell &amp; National Geographic. <b>ICT assessment – make a 2Simple DIY quiz on gorillas. (G&amp;T primate quiz)</b></p> <p>Also frog life cycle observations as morning activity.</p>
Scientific Enquiry	<i>Observe closely and note changes over time. Sorting/grouping animals according to what they eat.</i>	<p><i>Sorting/grouping animals according to what they eat.</i></p> <p><i>Finding pattern between teeth/eye position &amp; diet. Observe closely and note changes over time. Record simple data</i></p>	<p><i>Observe closely and note changes over time. Devise their own diary of frog life cycle. Record findings in a range of ways (photos/ labels/captions/drawings). Use secondary sources to find answer.</i></p>
Eco/ Woodland	<i>Compare the habitat of the woodlands to that of a jungle – look at the different animals and vegetation found in each.</i>	Vegetable and flower planting in school grounds. Make a gorilla ‘nest’ (cutting down willow in woodlands if poss).	
Living eg of Life Cycle	Life cycle of a frog. Set up tank & observe spawn – tadpoles – frogs. Relate to tree frogs in rainforest.		

YEAR B SUM 1	EY UNDER THE SEA Understanding of the World	Y1 UNDER THE SEA SCIENCE	Y2 UNDER THE SEA SCIENCE
<b>Focus</b>	<b>EYFS ELG</b> <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>	Identify common animals, incl marine. Carns, herbs & omns Identify local plants and their structure Compare to sea plants	Living things & their habitats – marine focus (Brief) Classification of inverts Compare adaptations of plants & animals to those in rainforest. Food chains – marine incl.
<b>Suggested Activities</b>	Watch tadpoles change Make mini aquariums using sea creatures and vegetation.  Identify various sea creatures and habitats; great barrier reef versus English seaside.  Science Dome – explore life under the sea.  Make rock pools from plasticene and create accurate rockpool creatures who live in them. Compare these to pond animals.	Have a selection of pictures of sea creatures. Can we use our knowledge of eye position/type of teeth to work out if they are carnivores/ herbivores or omnivores? Much harder? Select the ‘hunters’ (carnivores) that they know. Where are the plants in the sea? What do we know about the structure of local plants? Will plants in sea water be different? How? Research & look at freshwater plants. Build an underwater display to show marine plants, carnivores and herbivores.	Recap on vertebrate groups and what plants & animals need to survive. <i>Assess beginning – what other animals are there (invertebrates)? Take ideas and how would we sort them like we have the vertebrates? Take ideas/draw animals on sheet with drawn circles and name the groups.</i> Look at the more common invert gps and recognise the features they have eg spiders 8 legs. <b>What is a ‘marine’ habitat? ????? Dissolve lots of salt into water – how can we speed this up (warming). Do objects float better in fresh water or salty water?</b> <b><a href="#">Literacy link for under the sea animals – put chdn in animal gps mammals/fish/ amphibs/inverts to make book/info pages on the animals they research.</a></b> How do marine plants differ from the plants in rainforest/ local area – see Y1? Food chains, including marine. <i>Assess end – what have I learnt? Choose video/info sheet/ etc</i>
<b>Scientific Enquiry</b>	<i>Compare structure of living things in different habitats.</i>	<i>Sorting/grouping animals according to what they eat.</i> <i>Compare structure of living things in different habitats.</i>	<i>Sorting/grouping animals according to what they eat.</i> <i>Compare structure of living things in different habitats.</i>
<b>Eco School &amp; Woodland</b>	Compare pond and rockpool inhabitants.	Identify common plants (including trees and grasses) in the local environment using a plant guide.	Identify common plants (including plants and trees) in the local environment using a plant guide or key. Pond dipping at BCA

YEAR B SUM 2	EY TRIATHLON Understanding of the World	Y1 TRIATHLON SCIENCE	Y2 TRIATHLON SCIENCE
<b>Focus</b>	<b>EYFS ELG</b> <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>	Humans – parts of the body, basic bones, muscles, senses Keeping safe (medicines)	Humans - Health & Growth Healthy Eating Keeping safe (medicines)
<b>Suggested Activities</b>	<p>Create a Medical sports injury role play centre. Class discussions using skeleton model to build vocabulary and understanding of bones and muscles. Discuss how to keep our bodies healthy.</p> <p>Class discussion on healthy eating and food groups. Do vegetable printing; make class graphs of favourite fruits and vegetables to gather data, promote scientific enquiry and label basic parts of a plant.</p> <p>Cookery: vegetable soup and fruit smoothies.</p> <p>Discuss swimming and seaside safety.</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 <b>Link to PE what happens to our bodies when we exercise?</b> Recognise that there are differences between humans (hair/eye colour etc). Data handling Investigation – is the oldest person in the class the tallest? Take photo of chdn in age order. Chdn to comment And/or does the person with the longest legs jump the furthest? Assess beginning point – add to the first assessment drawing the 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. <b>G&amp;T – research animals with heightened senses and how these organs have adapted.</b> Assess end – add or redraw assessment drawing with extra labels. Match a sense and organ to a scenario eg birdsong/hearing/ears (make sure identify which is sense and which is organ). <b>G&amp;T – interpret data from an investigation on human variation.</b> Keeping safe with medicines.</p>	<p>Assess beginning point – show life cycle of frog from Spring 2 term. Ask chdn to draw life cycle of a person with captions if they can. Give prompts for points of devt? Invite parent of baby &amp; toddler in to ask questions about their devt. What do we need to do to keep healthy? <b>Link to PE what happens to our bodies when we exercise?</b> Investigation on human variation involving sporting activity. Grab a Graph Science Enquiry Game Assess End – Redo life cycle of human – can they put in more information? 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. Devise a meal for an athlete. <b>G&amp;T find salt &amp; sugar content of apparently healthy foods, compare to non healthy.</b> Assess end – add or redraw meal. <b>G&amp;T Be the teacher for some similar meals OJ/fresh fruit, milk/flavoured milk.</b> Teach keeping safe with medicines – children to do information poster for BO &amp; TO.</p>
<b>Scientific Enquiry</b>	<i>Answering a question by looking at a simple investigation.</i>	<i>Answering a question by looking at a simple investigation. Exploration using senses. Research.</i>	<i>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 sci lang.</i>

<b>Eco School &amp; Woodland</b>	Plants and herbs in our garden.	Plants & herbs in our garden – sensory aspect. Sensory walk.	Herbs in our garden – medicinal
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