

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NURSERY	The Colour Monster	The Gruffalo	Nursery Rhymes	Traditional Tales	Jasper's Beanstalk	What the ladybird heard
Knowledge and Understanding of the World.	Knowing our similarities and differences.		Looking at changes over time.		Growing –looking after plants & animals.	
HOOK	<p>Discussion of what we need to stay healthy and safe, through our daily routines, hand washing and healthy snacks.</p> <p>Weekly P.E lessons - notice changes that happen in the body.</p> <p>Explore the differences between some animals and us.</p> <p>Look at pictures of themselves as babies and talk about how their needs have changed, discussing families.</p> <p>Use of senses; feeling dough or listening to sounds in the environment, such as sirens or farm animals.</p> <p>Dentist visit- we use this to talk about and show interest in different occupations.</p> <p>Autumn walk- collect materials and explore their similarities and differences.</p>		<p>Winter Walk.</p> <p>Observation and manipulation of objects and materials to identify differences and similarities.</p> <p>Play opportunities in our mud kitchen - access to a range of natural and manmade resources</p> <p>Questions about why things happen and how things work.</p> <p>Use Incy Wincy spider to open up conversations about rain and different geographical water features.</p> <p>Play in our construction area: activities such as increasing the incline of a slope to observe how fast a vehicle travels or opening a mechanical toy to see how it works. We talk about different forces.</p> <p>Questioning and observation during continuous provision in areas like the sand or water tray- looking at floating and sinking.</p> <p>Spring walk- looking at the weather and also investigate shadows.</p>		<p>Growing - Living eggs- Watching chicks develop and the life cycle of a chick.</p> <p>Observations of animals and plants, explain why some things occur and talk about changes.</p> <p>Exploring life cycles by observing butterfly houses and watching chicks hatch.</p> <p>A trip to the farm to explore animals at close quarters.</p> <p>Explore creatures, people, plants and objects in their natural environments.</p> <p>We grow plants and vegetables, exploring what they need to grow.</p> <p>Take photos of seeds that they grow and leave them available for the children to order and revisit independently. Look at the life cycle of a plant.</p> <p>Mini-beast hunt. Look for bugs over the course of a week.</p> <p>Look at life cycle of a butterfly and use words to describe the stages e.g. first it was an egg, then it was a caterpillar, now it is a butterfly.</p> <p>Look at the habitat of minibeasts, how they are different for animals and how our behaviour can change the environment.</p> <p>Melting Experiment.</p> <p>Summer walk- looking at the weather and temperature.</p>	

RECEPTION	All about Me	Seasons/Celebrations	Superheroes	Space	Minibeasts/Growing	India
HOOK	<p>Similarities and differences in relation to family and friends.</p> <p>My body and its body parts.</p> <p>Changes since birth (baby photos).</p> <p>Visit from Ann Jepson- Dental Nurse.</p> <p>Introduction discussion of plants, animals and natural objects.</p> <p>The natural world – explore the world around them.</p> <p>Observe the effects of exercise on their bodies.</p> <p>Learn about healthy diets.</p> <p>Healthy foods – not healthy foods.</p> <p>Talk about some of the things which they have observed in this topic.</p>	<p>Seasons and seasonal change.</p> <p>Describe the world around us.</p> <p>Caring for the environment.</p> <p>Walk to Bruntwood Park – looking at the Season Autumn.</p> <p>The natural world – observation of changes that occur.</p> <p>Explore the natural world around them.</p> <p>Make observations and drawing pictures of plants and animals.</p> <p>Memory boxes- recap on what they have learnt in this topic.</p>	<p>Pushing and pulling forces.</p> <p>Talk about why things happen and how they work.</p> <p>Investigate magnets.</p> <p>Exploring technology.</p> <p>Which materials are best for making a boat.</p> <p>Float/sink test.</p> <p>Exploring ways of travel using different parts of the body.</p> <p>Investigate the changes and in the natural world.</p> <p>Winter walk.</p>	<p>Investigate Space- discovering and naming the planets.</p> <p>Look at, learn the names and describe planets.</p> <p>Visit of the Wonder dome- being in Space experience.</p> <p>Children use technology to gain information.</p> <p>Making space rockets and planets.</p> <p>Our planet Earth and the sun.</p> <p>Can we travel into space?</p> <p>Comparison- could we live on the moon? Describe the moon.</p> <p>Look closely at the similarities, differences, patterns and change.</p>	<p>Research Mini beast facts.</p> <p>Mini beast Hunt in the wildlife area and Bruntwood Park.</p> <p>Identifying mini beasts and classifying them in groups.</p> <p>Looking at habitats.</p> <p>Life cycle of a frog.</p> <p>Growing Broad beans and learning how to plant a seed.</p> <p>Identifying what a plant needs to grow.</p> <p>The natural world – careful observation and understanding changes.</p> <p>Spring walk- Bruntwood Park.</p>	<p>The natural world – investigate contrasting environments.</p> <p>To know some similarities and differences in contrasting environments, e.g. weather.</p> <p>Questions and finding answers about the world in which we live.</p> <p>Safety when tackling new challenges and managing risks.</p> <p>Re-cap on the importance of exercise, eating, sleeping, hygiene and good health.</p> <p>Observing the lifecycle of a Butterfly.</p> <p>Summer sun safety.</p> <p>Summer walk – Bruntwood Park.</p>
Text/Person	<p>Growth, My body, Teeth. Dental nurse.</p>	<p>Bruntwood Park, All the different seasons books.</p>	<p>Super Tato series.</p>	<p>Wonder dome Experience. Space books. Scientists- Mae Jemison, Katherine Johnson</p>	<p>Books about plants. Mad about Mini beasts and other non-fiction texts.</p>	<p>Information texts about the world.</p>
Vocab	<p>Healthy/ unhealthy foods. Oral hygiene/teeth. Body/body parts. Baby, toddler, child, adult</p>	<p>Seasons, autumn, winter, spring, summer, weather.</p>	<p>Push pull, materials, magnet, magnetic Float, sink, waterproof, not waterproof.</p>	<p>Moon, stars, orbit, space, sun, planets, Earth.</p>	<p>Grow, stem, leaf, root, soil, sunlight, mini beast lifecycle, change.</p>	<p>Environment, sea, sun, seasons, weather, animals.</p>

YEAR 1	AUTUMN 1 MY BODY AND ITS SENSES TERRIFIC TREES Seasonal changes: Autumn	AUTUMN 2 MATERIALS Seasonal changes: Winter	SPRING 1 POLAR PLACES	SPRING 2 ON SAFARI (ANIMALS)	SUMMER 1 PLANTS WHERE WE LIVE Seasonal changes: Spring	SUMMER 2 SEASIDE AND SUMMER HOLIDAYS Seasonal changes: Summer
HOOK	<p>A recap to our body parts</p> <p>Labelling body parts</p> <p>What are the 5 senses?</p> <p>How we use our senses?</p> <p>Senses experiment- fruits</p> <p>Seasons overview lesson Seasons – looking at autumn</p> <p>Parts of a tree</p> <p>Learning the names of common British trees</p> <p>Knowing what deciduous and evergreen means- sorting</p> <p>Explore world around us- observation and notice changes.</p> <p>Senses walk/Autumn Walk to Bruntwood Park</p>	<p>Name a selection of materials</p> <p>Materials and matching them to objects</p> <p>Describe simple physical properties of materials</p> <p>Testing materials- absorbent and not absorbent</p> <p>Material experiment – Prediction. What are the best materials for a dog bed?</p> <p>Classify materials by their properties- grouping and sorting</p> <p>Change of seasons – winter – discuss changes in clothes, daylight, trees and weather.</p> <p>Scientist: Marie Curie</p>	<p>Research the Polar regions</p> <p>Visit from a polar explorer-expedition talk</p> <p>Snow gloves investigation- Which glove is the warmest and waterproof?</p> <p>Explore mammals- Polar animals</p> <p>Identify & name Polar animals that are carnivore, herbivore & omnivore</p> <p>Categorise animals into groups: carnivore, herbivore and omnivore</p> <p>What is Camouflage?</p> <p>Re-cap on Trees Winter walk – Bruntwood Park Observation and compare to Autumn</p> <p>Scientists/ Explorers: Robert Scott/ Roald Amundsen</p>	<p>Identify & name a variety of animals including amphibians, reptiles, mammals, birds and their features</p> <p>Describe & compare the structure of a variety of animals</p> <p>Which Birds live in our local area?</p> <p>Conduct a bird watch</p> <p>How are birds different to us?</p> <p>Compare ourselves to minibeasts who are invertebrates</p> <p>Scientist: David Attenborough</p>	<p>Grow sunflowers from seeds</p> <p>What equipment do we need to grow a seed?</p> <p>Sequence of planting</p> <p>Structure of plants</p> <p>Recap what does a plant need to grow healthy?</p> <p>Lifecycle of a seed</p> <p>Plant hunt – Which plants grow in our local area?</p> <p>Identify and name common garden and wild plants</p> <p>Identify and name leaves on trees</p> <p>Spring walk – Bruntwood Park Observation and compare to Winter</p> <p>Scientist: Waangari Maathai</p>	<p>Children become marine biologists</p> <p>Hands on looking at the structure of fish</p> <p>What would you find in a rockpool?</p> <p>Identify seashore animals</p> <p>Observation- lifecycle of a butterfly – growing a caterpillar into a butterfly</p> <p>Science week- scientists: Rachel Carson</p> <p>Conduct frozen ice experiment- which bag is the best for a cooler bag?</p> <p>Perform a skittles colour change experiment to observe over time (end of year experiment)</p> <p>Summer walk- Seasons Observation and compare to Spring</p> <p>Scientist: Rachel Carson</p>
Text/ Person/Place	<p>Non-fiction texts- Bodies and senses Seasons books, trees Bruntwood Park</p>	<p>Materials- objects and non-fiction books School grounds Marie Curie</p>	<p>Polar explorer visitor Polar animals and Arctic/Antarctic non-fiction texts Bruntwood Park</p>	<p>Bird watching School grounds Different categories of animals books Davis Attenborough</p>	<p>Grow sunflowers from seeds, Plants and flower books, Bruntwood Park Waangari Maathai</p>	<p>Seaside animals and fish Summer non fiction texts School grounds Rachel Carson</p>

<p>Vocab</p>	<p>Body Parts - Head, body, mouth, teeth, leg, neck, shoulder, hand, leg, foot, thumb, knee, toes, elbow. Skeleton, bones, muscle and skin.</p> <p>Senses – touch, see, smell, taste, hear, eyes, sight, nose, ear, tongue, hand, fingers.</p> <p>Trees - Roots, trunk, branches, leaves, bark, deciduous and evergreen.</p> <p>Seasons- Autumn</p>	<p>Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull see-through, not see-through, opaque, transparent.</p> <p>Season- Winter</p>	<p>Herbivore, omnivore, carnivore, mammal, adventurer, Antarctic, Arctic, clothes, cold, explorer, freeze, frozen, herbivore, ice, icebergs, North Pole, South Pole, penguin, polar bear, whale, arctic fox, sea lion, seal, snow, fur, waterproof, warm, weather.</p>	<p>Head, body, eyes, ears, mouth, teeth, legs, tail, Names of animals experienced first-hand from visit, vertebrates, invertebrates, Structure of animal body parts, Amphibians, birds, fish, mammals, reptiles, carnivores, herbivore, omnivore, camouflage.</p>	<p>Plants, root, seed, bulb, flower, stem, leaves, wild, plants, garden plants, sunflower, grow, sunlight, water, garden and wild. Leaves, trunk, branches bark, deciduous and evergreen trees.</p> <p>Seasons- Spring</p>	<p>Seaside animals, fish, fin, scales, gills, rock pool, crab, habitat, limpet, mussel, periwinkle, sea snail, pollution, recycle, rubbish, beach, sand, sea, shell.</p> <p>Summer, sunglasses, cooling, frozen, protect.</p> <p>Seasons- Summer</p>
<p>Year 2</p>	<p>AUTUMN 1</p> <p>YOUNG GARDENERS (PLANTS)</p>	<p>AUTUMN 2</p> <p>HEALTHY ME</p>	<p>SPRING 1</p> <p>SURVIVAL ADVENTURE</p>	<p>SPRING 2</p> <p>USES OF MATERIALS</p>	<p>SUMMER 1</p> <p>HAPPY HABITATS</p>	<p>SUMMER 2</p> <p>FOOD CHAINS</p>
<p>HOOK</p>	<p>What is growing in our school grounds- identification and comparing of plants and trees</p> <p>Lifecycle of a dandelion</p> <p>What do seeds need for germination – investigation of what seeds/beans need to grow healthy – changing variables</p> <p>Explanation of the lifecycle of a seed using key vocabulary</p> <p>Daily measurement of seedlings</p> <p>Observations</p> <p>Evaluation</p> <p>Bulb planting</p>	<p>What do we need to do to stay healthy lesson?</p> <p>Bread hygiene experiment- germs and washing hands</p> <p>Fitness in the playground – Why is exercise good for me?</p> <p>What exercise does to different body parts</p> <p>Snacking – record data of class favourite snacks. Gathering information and using it to answer questions</p> <p>Children create their own healthy snack bowl using a selection of different fruits and vegetables</p>	<p>Children find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Where are basic needs found?</p> <p>Pupils will notice that animals, including humans, have offspring which grow into adults</p> <p>Life cycles of animals</p> <p>Growth</p> <p>Explore and compare the differences between things that are living, dead and</p>	<p>Sorting by materials, linked to recycling.</p> <p>Material properties- Vocabulary, how it's used and property definition.</p> <p>Investigate materials by squashing, bending, stretching and twisting.</p> <p>Create a silly materials Investigation.</p> <p>Design a state of the art Tent for a shelter that needs to be waterproof and strong.</p> <p>Make, test and evaluate investigation.</p>	<p>What is a habitat?</p> <p>Learn about the rainforest.</p> <p>Habitats of the UK- names of local habitats e.g. pond, woodland etc.</p> <p>Exploring micro-habitat e.g. under logs, in bushes etc.</p> <p>Observe outside for living things- Why do animals live there?</p> <p>Match animals to the correct habitat.</p> <p>Extreme habitats</p>	<p>Animal food chains including humans</p> <p>Children will identify different types of animal depending on their diet</p> <p>Sort animals into categories by what they eat</p> <p>Children to explore how animals eat, e.g beak</p> <p>Learn what a food chain is</p> <p>Children to explain what a food chain is giving examples of producer and consumer</p> <p>Create their own food chain paper chains. Label the producers and the consumers.</p>

		Eggs in drinks experiment- fair test, predict, results, evaluate	things that have never lived. Wildlife survey- collecting and recording data		Create a habitats information poster Woodlouse live investigation plan and experiment	Classification investigation: Whose poo?
Person/ Place	School grounds George Washington Carver Wangari Maathai	Playground Marie Maynard Daly Marie Curie	School grounds Charles Darwin Bear Grylls	Classroom Albert Einstein	Bruntwood Park Jane Goodall	Bruntwood Park Steve Irwin
Vocab	Seed, bulb, grow, flower, plant, fruit, vegetable, germinate, tree, sow, seedling, harvest, healthy, conditions, observe, describe, identify, investigate, life cycle.	Health, healthy diet, habits, basic needs, hygiene, germs, grow, growth, exercise, muscle, nutrition, survive, heart, fitness, measure, question, observe, predict, fair test, evaluate.	Alive, living, not alive, dead, never alive, offspring, life cycle, young, child, baby, adult, basic needs, survive, survival reproduce, healthy, breathe, human, animal, compare, explore, identify, describe, similarities, differences .	Names of materials – wood, metal, plastic, glass, brick, rock, paper, cardboard. Properties of materials – as for Year 1 plus opaque, absorbant, transparent, translucent, reflective, non-reflective, flexible, rigid, waterproof. Shape, push/pushing, pull/ push, twist/twisting, squash/squashing, bend/ bending, stretch/stretching. Compare, explain, observe and classify.	Habitat, micro habitat ocean, forest, desert Rainforest, woodland. sun, grass, leaf, litter, stony path, under bushes, shelter, sea shore, basic needs, breathe, rainforest, conditions, Hot/warm/cold Dry/damp/wet Bright/shade/dark, local environment, aim, plan, method, results.	Food, food chain, plant, animal, prey, predator, carnivore, herbivore, omnivore, diets, producer, consumer, habitat, basic needs, living things, local environment, classify.

