

Autumn term	Spring term	Summer term
Earth in Space/ Seasonal Change -Observe changes across the four seasons-Autumn (including weather) <i>Each class chooses a tree to photograph and follow through the seasons-Observing over time</i> - Observe and describe how the day length varies – <i>Yearly diary to complete at home but talk about in class. Draw the sky at bedtime and when you wake up. Observing over time</i> Animals including Humans -Identify, name, draw and label the basic parts of the human body – Research using secondary sources <i>Make first-hand close observations of parts of the body e.g. hands, eyes.</i> • Compare two people. • Take measurements of parts of their body. • Compare parts of their own body. • <i>Look for patterns between people e.g. Do people with big hands have big feet? Is the oldest child the tallest?</i> Say which part of the body is associated with each sense- <i>Exploration -circuit of sensory experiences</i> <i>Investigate human senses e.g. Which part of my body is good for feeling, which is not? Which food/flavours can I identify by taste? Which smells can I match?</i>	Materials -Distinguish between an object and the material from which it is made. <i>Exploration walk around school environment</i> -Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Identify and classify -Describe the simple physical properties of a variety of everyday materials. <i>Investigation – Which is the most absorbent material? Comparative Which material is best for protecting an egg? Comparative</i> -Compare and group together a variety of everyday materials on the basis of their simple physical properties. Identify and classify Earth in Space/Seasonal Change -Observe changes across the four seasons-Winter into Spring (including weather) <i>Each class chooses a tree to photograph and follow through the seasons Observing over time</i> <i>Observe and describe how the day length varies – draw the sky at bedtime and when you wake up Observing over time</i>	Earth in space/Seasonal Change -Observe changes from Spring into Summer (including weather) <i>Each class chooses a tree to photograph and follow through the seasons Observing over time</i> Observe and describe how the day length varies- Observe and describe how the day length varies – – <i>Yearly diary to complete at home but talk about in class. Draw the sky at bedtime and when you wake up. Observing over time</i> Maths links: Measuring time and temperature. Plant Growth -Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • <i>Identify plants by matching them to named images.</i> -Identify and describe the basic structure of a variety of common flowering plants, including trees. Pattern seeking - Are all plants made up of the same parts? <i>Compare two leaves, seeds, flowers etc. Classify leaves, seeds, flowers etc. using a range of characteristics.</i> Can sort and group parts of plants using similarities and differences

Maths links: Measuring body parts/height. <i>Exotic Zoo/ Farm visit- Make first-hand, close observations of animals from each of the groups. Compare two animals from the same or different groups.</i> -Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Research using secondary sources and first hand observations -Identify and name a variety of common animals that are carnivores, herbivores and omnivores- Research using secondary sources • <i>Classify animals using a range of features.</i> • <i>Identify animals by matching them to named images.</i> • <i>Classify animals according to what they eat.</i> -Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) Research using secondary sources <i>Compare two animals from the same or different groups.</i>		Observe plants in different habitats, e.g. on school trips, spot plants that are the same as those in the local area studied regularly, describing the key features that helped them.
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Earth in Space/ Seasonal Change -Observe changes across the four seasons-Winter (including weather) Observing over time <i>Each class chooses a tree to photograph and follow through the seasons</i> - Observe and describe how the day length varies – <i>Yearly diary to complete at home but talk about in class. Draw the sky at bedtime and when you wake up.</i> Observing over time Maths links: Venn diagrams to sort carnivores, herbivores and omnivores. Maths links: Measuring time		
Make first-hand, close observations of animals from each of the groups. • Compare two animals from the same or different groups. • Classify animals using a range of features. • Identify animals by matching them to named images. • Classify animals according to what they eat. • Make first-hand close observations of parts of the body e.g. hands, eyes. • Compare two people. • Take measurements of parts of their body. • Compare parts of their own body. • Look for patterns between people e.g. Do people with big hands have big feet? • Classify people according to their features. • Investigate human senses e.g. Which part of my body is good for feeling,		Can sort and group animals using similarities and differences • Can use simple charts etc. to identify unknown animals • Can create a drawing of an imaginary animal labelling its key features • Can use secondary resources to find out what animals eat, including talking to experts e.g. pet owners, zookeepers etc. • Can use first-hand close observations to make detailed drawings

which is not? Which food/flavours can I identify by taste? Which smells can I match?	• Can name body parts correctly when talking about measurements and comparisons e.g. “My arm is x straws long.” “My arm is x straws long and my leg is y straws long. My leg is longer than my arm.” “We both have hands, but his are bigger than mine.” “These people have brown eyes and these have blue.” • Can talk about their findings from investigations using appropriate vocabulary e.g. “My fingers are much better at feeling than my toes” “We found that the crisps all taste the same
Make close observations of leaves, seeds, flowers etc. • Compare two leaves, seeds, flowers etc. • Classify leaves, seeds, flowers etc. using a range of characteristics. • Identify plants by matching them to named images. • Make observations of how plants change over a period of time. • When further afield, spot plants that are the same as those in the local area studied regularly, describing the key features that helped them.	Can sort and group parts of plants using similarities and differences • Can use simple charts etc. to identify plants • Can collect information on features that change during the year • Can use photographs to talk about how plants change over time