

Term	Unit Title and Summary of Content	Key N.C. objectives	Links With C.E.
AUTUMN TERM	<p style="text-align: center;"><b>Animals, including humans - Ourselves</b></p> <ul style="list-style-type: none"> <li>• Share baby photos together as a class. <b>Recognise themselves and family members on baby photos</b></li> <li>• Observe changes over time between the baby photos and current ones <b>(Exploring)</b></li> <li>• Consider and notice patterns between foot and hand size. <b>Hand and foot print - recognising difference between sizes</b></li> <li>• Together, make a class wall display of Our Body Patterns, with photographs and measurements, to show their understanding and learning <b>(Pattern seeking)</b>.</li> <li>• Talk to each other about what makes a difference to how well they can hear a whistle when it is blown.</li> <li>• <b>Investigate ideas by going outside and asking</b> and extending <b>questions</b> and noticing patterns <b>(Pattern seeking, exploring over time)</b>.</li> <li>• <b>Identify the differences between fruit and vegetables using our senses</b> independently. <b>Identify different types of fruits and vegetables - matching.</b></li> <li>• Classify fruit and vegetables into different groups <b>(Sorting, classifying and identifying)</b>. <b>Tasting soft fruits and vegetables and finding the favourite ones, using other senses to explore hard ones.</b></li> <li>• Go outside to explore the school grounds using different senses.</li> <li>• Blindfold each other to find out what it is like without the sense of sight <b>(Exploring)</b>. <b>Identify fruits and vegetables without seeing them.</b></li> <li>• Accept a challenge to produce sensory items for a local community group.</li> <li>• Classify different stimulating items into sensory groups on a sensory board and in sensory bottles for a local community group <b>(Sorting, classifying and identifying)</b>.</li> </ul> <p><b>Extended writing opportunities:</b> <b>Stories with repeating patterns:</b> use the items on the sensory board as prompts to orally retell a familiar story before writing it down</p>	<p><b>Animals, including humans (1AH)</b></p> <p>iv) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p><b>Working Scientifically (KS1 WS)</b></p> <p>i) asking simple questions and recognising that they can be answered in different ways</p> <p>ii) observing closely, using simple equipment</p> <p>iii) performing simple tests</p> <p>iv) identifying and classifying</p> <p>v) using their observations and ideas to suggest answers to questions</p> <p>vi) gathering and recording data to help in answering questions</p>	<p>Development of co-ordination: Gross Fine Hand-eye</p> <p>Sitting balance.</p> <p>Spatial awareness</p> <p>Body image</p> <p>Group as a social environment</p> <p>Rhythm, speech. Widening vocabulary.</p> <p>Attention, concentration, memory.</p> <p>Direction: in time. in space.</p>

	<p><b>Animals, including humans – Our pets</b></p> <ul style="list-style-type: none"> <li>• Use observation skills to look closely at creatures in the school grounds. <b>Notice small creatures in the garden and track their movement.</b> Make a visual record of their observations in drawings and photographs, and annotate to show their understanding and learning (<b>Pattern seeking</b>).</li> <li>• Observe and consider what type of conditions a woodlouse or a mini beast might prefer <b>with helping questions.</b> <b>Sort out minibeast and other animals</b></li> <li>• Set up different colonies in the classroom based on what they know about their habitats.</li> <li>• Observe the woodlice over a period of time and record the results (<b>Exploring, Observing over time</b>)</li> <li>• Discuss the problem: which paper will be best for the job of mopping up the puppy accident?</li> <li>• Consider an investigation to test the different types of paper (<b>Fair Test, Problem Solving</b>). <b>Water play.</b></li> <li>• Understand that animals' features vary and why some animals make good pets and others do not. <b>Recognise and name common household pets.</b></li> <li>• Talk about and design a good pet (<b>Researching and analysing secondary sources</b>).</li> <li>• Consider what is involved in keeping a real pet happy and healthy. <b>Collecting objects from the selves for keeping an animal.</b></li> <li>• Observe different pets in the classroom.</li> <li>• Study their similarities and differences and what features they have in common that make them good pets (<b>Exploring</b>).</li> </ul> <p><b>Extended writing opportunities</b> <b>Labels, lists and signs:</b> make a list of all of the things you need and the things you have to do, in order to look after a particular pet.</p>	<p><b>Animals, including humans (1AH)</b></p> <ol style="list-style-type: none"> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ol> <p><b>Working Scientifically (KS1 WS)</b></p> <ol style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to questions</li> <li>gathering and recording data to help in answering questions</li> </ol>	
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<b>SPRING TERM</b>	<p style="text-align: center;"><b>Lets' build! (Everyday materials)</b></p> <ul style="list-style-type: none"> <li>• Identify and name the materials found in the classroom, using the scientific words: wood, plastic, glass and metal. <b>Investigating different materials.</b></li> <li>• Sort the objects according to their properties (what material is this made of? What is its useful property?) <b>with support.</b></li> <li>• Play Material Snap in pairs, placing an object each on the table and seeing if their properties are the same. <b>(Sorting, classifying and identifying).</b> <b>Building with bricks</b></li> <li>• Explore a variety of different magnets and objects <b>with help</b> (both magnetic and non-magnetic), including paperclips in jars/bowls of water. Consider challenges such as: Can you get the paperclip out of the water without getting your hands wet? Are different magnets able to hold the same amount of paper clips?</li> <li>• Create games in the classroom using the magnets, such as a fishing game, magnetic maps (magnet under a piece of paper and a paperclip), moving magnets without touching them, strength test with different magnets <b>(Exploring, problem solving)</b> <b>Playing games that include a magnet to explore its properties, practicing pulling with manual support.</b></li> <li>• Sort objects in the classroom according to these criteria: hard, soft, stretchy, stiff, bendy/floppy <b>(Sorting, classifying and identifying).</b></li> <li>• Listen to the story of three pigs who didn't choose the right materials and recreate using straw, twigs, bricks and a hairdryer <b>(Exploring, problem solving).</b></li> </ul> <p><b>Extended writing opportunities</b> <b>Instructions:</b> Imagine you are one of the three little pigs. Write instructions to one of the other pigs explaining how to make a successful alternative house.</p>	<p><b>Everyday materials (1EM)</b></p> <ul style="list-style-type: none"> <li>i) distinguish between an object and the material from which it is made</li> <li>ii) identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>iii) describe the simple physical properties of a variety of everyday materials</li> <li>iv) compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul> <p><b>Working Scientifically (KS1 WS)</b></p> <ul style="list-style-type: none"> <li>i) asking simple questions and recognising that they can be answered in different ways</li> <li>ii) observing closely, using simple equipment</li> <li>iii) performing simple tests</li> <li>iv) identifying and classifying</li> <li>v) using their observations and ideas to suggest answers to questions</li> <li>vi) gathering and recording data to help in answering questions</li> </ul>	<p>Development of co-ordination: Gross Fine Hand-eye</p> <p>Sitting balance.</p> <p>Body image</p> <p>Fine manipulation skills</p> <p>Group as a social environment</p> <p>Rhythm, speech. Widening vocabulary.</p> <p>Attention, concentration, memory.</p> <p>Direction: in time. in space.</p>

	<p style="text-align: center;"><b>Everyday materials - Marvellous materials</b></p> <ul style="list-style-type: none"> <li>Fixing a torn umbrella, using materials they select for their useful properties. <b>Exploring different materials.</b></li> <li>Discuss selection of materials for fixing the umbrella: what properties does this material have that makes it a good choice? <b>(Problem solving)</b></li> <li>Investigate the materials for their useful properties, considering questions such as: how can we know that this material will not let the rain through? How can we test it? Taking a leading role in the discussion. <b>Active participation in the investigation using hands to check if materials are waterproof.</b></li> <li>Use pipettes to simulate raindrops and experiment with the different materials <b>(Observing over time, problem solving).</b></li> <li>Observe a block of ice and record the changes. <b>Painting on ice:</b> <a href="http://www.science-sparks.com/painting-on-ice/">http://www.science-sparks.com/painting-on-ice/</a></li> <li>Devise an investigation to melt the ice quickly or slowly <b>with support. (Exploring, problem solving, observing over time).</b></li> <li>Create puddles in shallow containers or plastic sheets.</li> <li>Drawing chalk lines around the puddles at different times, measure and observe the changes and make predictions.</li> <li>Create a simple chart, or series of diagrams, to show how the puddles change. <b>Lego bar chart:</b> <a href="http://www.science-sparks.com/lego-bar-charts/">http://www.science-sparks.com/lego-bar-charts/</a> <b>(Exploring, observing over time).</b></li> </ul> <p><b>Extended writing opportunities</b> Recount: Write an account of puddle day.</p>	<p><b>Everyday Materials (1EM)</b></p> <ol style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ol> <p><b>Working Scientifically (KS1 WS)</b></p> <ol style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to questions</li> <li>gathering and recording data to help in answering questions</li> </ol>	
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SUMMER TERM	<p style="text-align: center;"><b>Wonderful weather (Seasonal changes)</b></p> <ul style="list-style-type: none"> <li>• Go outside and look at the weather, observe the temperature and wind. <i>Showing an understanding of hot and cold.</i></li> <li>• Suggest how to dress a teddy or doll appropriately for the current weather conditions (<b>Exploring, pattern seeking</b>).</li> <li>• Take the temperature outside in the morning and the afternoon. <i>Hot and cold water bottle. 4 seasons</i></li> <li>• Record these observations in the classroom and discuss the changes (<b>Exploring, pattern seeking</b>).</li> <li>• Play shadow tag and look at the shape of shadows.</li> <li>• <i>Watch a shadow puppet show.</i></li> <li>• Consider the questions: Does my shadow always look like that? What was it like first thing in the morning? Is it better to play shadow tag at lunchtime or after school? (<b>Exploring, researching and analysing secondary sources</b>)</li> <li>• Track a shadow by observing and measuring it over time. <i>Easy shadow frame: <a href="http://www.science-sparks.com/easy-shadow-frame/">http://www.science-sparks.com/easy-shadow-frame/</a></i></li> <li>• Make a bar chart <i>with support</i> of paper strips of shadow length plotted against time intervals.</li> <li>• Set the rainfall gauges up in the playground and record the rainfall over a period of time.</li> <li>• Make a windsock to measure wind direction and a wind vane to measure the direction of the wind (<b>Observing over time, pattern seeking</b>).</li> <li>• <i>Weather science ideas: <a href="http://www.science-sparks.com/weather-science-for-kids/">http://www.science-sparks.com/weather-science-for-kids/</a></i></li> </ul> <p><b>Extended writing opportunities</b> Labels, lists and signs: Make notices and signs to go with your class weather station.</p>	<p><b>Seasonal Changes (1SC)</b></p> <ul style="list-style-type: none"> <li>i) observe changes across the four seasons.</li> <li>ii) observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p><b>Working scientifically (KS1 WS)</b></p> <ul style="list-style-type: none"> <li>i) asking simple questions and recognising that they can be answered in different ways</li> <li>ii) observing closely, using simple equipment.</li> <li>iii) performing simple tests.</li> <li>iv) identifying and classifying</li> <li>v) using their observations and ideas to suggest answers to questions</li> </ul>	<p>Development of co-ordination: Gross Fine Hand-eye</p> <p>Sitting balance.</p> <p>Body image</p> <p>Group as a social environment</p> <p>Rhythm, speech. Widening vocabulary.</p> <p>Attention, concentration, memory.</p> <p>Direction: in time. in space.</p>

	<p style="text-align: center;"><b>Plants - What's Growing in our Gardens?</b></p> <ul style="list-style-type: none"> <li>• Go outside to the school garden to look at plants. <i>Walking in the sensory garden, touching and smelling different herbs.</i></li> <li>• Make a map of the garden plot, identifying the plants and predicting what they will turn into when they are fully grown <i>with support. Differentiate between trees and plants, taking photograph of them.</i></li> <li>• In groups, prepare tubs and plant chitted potatoes <b>(Exploring)</b>.</li> <li>• Design and set up a garden centre in the classroom <i>with help</i>.</li> <li>• Plant a bean in a jar and seeds in a bag and keep them in the classroom garden centre <b>(Observing over time)</b>.</li> <li>• Create large pollen sculptures out of clay and display, along with facts, in the classroom <b>(Exploring)</b></li> <li>• <i>Find flowers outside in the playground and carefully examine them with a magnifying glass.</i> Sketch and photograph them. Make a large model of the inside of a flower using junk modelling materials <b>(Exploring, researching and analysing secondary sources)</b>.</li> <li>• Do bark and leaf rubbings using paper and wax crayons.</li> <li>• Understand the basic structure of a tree and what goes on inside. <i>Learn to name part of the tree. Matching up parts of the tree on a picture of photograph.</i></li> <li>• Represent the inside of a tree through playground art, using cloths, chalk and found materials. <b>(Exploring)</b></li> </ul> <p><b><u>Extended writing opportunity</u></b> <b>Information text:</b> Explain the main parts of a flower and their purpose.</p>	<p><b>Plants (1P)</b></p> <ol style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ol> <p><b>Working scientifically (KS1 WS)</b></p> <ol style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment.</li> <li>performing simple tests.</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to questions</li> </ol>	
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