

Term	Unit Title and Summary of Content	Key N.C. objectives	Links With C.E.
AUTUMN TERM	<p style="text-align: center;">Wild weather (Seasonal changes)</p> <ul style="list-style-type: none"> • Thinking about what we already know about weather and look at how weather forecasters tell us what weather to expect. • Exploring making forecasts about the weather at school, using weather symbols and notes made 'on location' in the playground. • Going outside and observing the weather, drawing what you see and describing what you hear and feel. Creating a collage about the seasons for the classroom. • Going outside and having fun with shadows. Playing shadow tag. Drawing round them to see if they change during the day. • Looking at weather in the playground, at the rain falling and what it sounds like. Making a rainfall gauge and record the results. • Looking at the wind in the playground and wonder if there is a link between wind direction and rainfall. • Making a wind-sock to measure the direction of the wind in the playground. • Measuring the temperature inside the classroom and outside and wonder how different that would be in different seasons. • Making a thermometer box to house a thermometer and use it outside in the playground. 	<p>Science Objectives Observing changes across the four seasons Observing and describing weather associated with the seasons and how day length varies.</p> <p>Working Scientifically Asking simple questions and recognise that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classify. Using observations and ideas to suggest answers to questions. Gathering and record 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 style="text-align: center;">Keeping healthy (Animals including humans)</p> <ul style="list-style-type: none"> • Getting introduced to clients in need of advice on diet, health and exercise and take on the task of becoming a personal trainer. Drawing graphs and analysing data from a survey of their client's diet and using it to answer questions. • Continuing on the quest as personal trainers by becoming experts on nutrition. Using knowledge of food groups and a balanced diet to design healthy meals by creating lifelike models of food on paper plates. • Learning about bones, joints and skeletons, acquiring scientific vocabulary and understanding whilst playing games and building our very own dancing skeleton string puppet. • Learning how muscles work in pairs and investigate the question 'Do people have stronger muscles because they use them more?' Making predictions, gathering data, discussing, displaying and interpreting findings. • Learning how the diaphragm is used in breathing and building an instrument to measure lung capacity. Planning and carrying out an investigation to answer a health and fitness question. • Testing and reviewing all our knowledge on Health and Fitness gained so far. Answering all our clients Health and Fitness questions. 	<p>Science Objectives Identifying that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identifying that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Working Scientifically Gathering, recording, classifying and presenting data in a variety of ways to help answer questions. Recording findings using simple scientific language, bar charts, and tables. Using results to draw simple conclusions, making predictions for new values, suggesting improvements and raising further questions. Using straightforward scientific evidence to answer questions or to support findings - pattern seeking enquiry.</p>	
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SPRING TERM	<p style="text-align: center;">Light and shadows (Light)</p> <ul style="list-style-type: none"> • Investigate what we need in order to see objects in a dark place and discovering how light travels. Designing a stage for a shadow puppet theatre and discovering first-hand how the light we see is really made of a spectrum of colours. • What's it like to see in a very dark place? Going into a dark "cave" and observing which colours show up best and which do not. Shining a torch to reveal reflectors and high visibility items and discover why they gleam! Paint and decorate your shadow puppet theatre. • Investigating the strange world of mirrors. Discovering what happens to writing in a mirror and how this can be used to write in secret code. Navigating a mirror maze and using mirrors to make objects multiply. Learning the secrets of mirrors and how they can help you see round corners. • Discovering how shadows are made and investigate first-hand how changing the orientation of an object or the material it is made from can affect the nature and shape of the shadow. Creating shadow puppets in preparation for a shadow puppet performance. • Adding a screen to your puppet theatre then using it to freely investigate how moving the light source changes the shadow. Conducting a fair test to find the precise relationship between the distance of the torch and the size of the shadow. • Finding out how coloured acetate filters can change a beam of light or a shadow. Using this together with all your knowledge and skills on Light and Shadows to create an amazing shadow puppet performance. 	<p>Science Objectives</p> <p>Recognising that they need light in order to see things and that dark is the absence of light</p> <p>Noticing that light is reflected from surfaces.</p> <p>Recognising that light from the sun can be dangerous.</p> <p>Recognising that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>Finding patterns in the way that the size of shadows change.</p> <p>Working Scientifically</p> <p>Asking relevant questions and use different types of scientific enquiries to answer them.</p> <p>Making systematic and careful observations.</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help answer questions.</p> <p>Recording findings using simple scientific language, drawings and labelled diagrams.</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Using straightforward scientific evidence to answer questions or to support findings.</p>	<p>Development of co-ordination:</p> <p style="padding-left: 40px;">Gross</p> <p style="padding-left: 40px;">Fine</p> <p style="padding-left: 40px;">Hand-eye</p> <p>Sitting balance.</p> <p>Body image</p> <p>Group as a social environment</p> <p>Rhythm, speech.</p> <p>Widening vocabulary.</p> <p>Attention, concentration, memory.</p> <p>Direction: in time. in space.</p>

	<p style="text-align: center;">Food chains (Living things and their habitats)</p> <ul style="list-style-type: none"> • Talking about food chains and role play the interdependence between creatures in a chain, considering what part each plays in its survival. Exploring the school grounds, looking for examples of food chains. Learning about water-based food chains and reconstruct them in tanks of water. Interpreting the transfer of energy in a food chain through a dance, using masks and torches. • Thinking about some simple food chains and make a food chain using laminated cards and string. Challenging each other to string them up in the right order. • Looking at a live spider, a dead spider and a toy spider. What are some of the differences between the live spider and the dead one? And the dead spider and the toy one? How can we work out what's alive and not alive? Is it sometimes difficult to tell? Armed with all these questions, go outside and collect something alive, something dead and something that was never alive. Sorting these specimens into three categories. • Researching creatures in larger habitats and ask: why do these living things live there? Create dioramas of different habitats and label with research information about the food chain. • Thinking about water food chains and reconstruct in tanks of water using found materials, toys and laminated images. Making plastic bag jelly fish and invite others to visit the classroom 'aquarium'. Placing information signs around the aquarium. • Thinking further about food chains and look at the transfer of energy from the sun, through the members of the food chain, and back into the ground. Can you represent this cycle in a dance? 	<p>Science Objectives</p> <p>Exploring and comparing the differences between things that are living, dead and things that have never been alive. Identifying that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identifying and naming a variety of plants and animals in their habitats, including micro-habitats. Describing how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Working Scientifically</p> <p>Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help answering questions.</p>	
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SUMMER TERM	<p style="text-align: center;">Wild and Wonderful Creatures! (Animals including humans)</p> <ul style="list-style-type: none"> • Use plastic toys to talk about the characteristics of different animals. Sort them into groups and write facts around large outlines of different creatures. (Spending 2 or 3 lessons on this topic as previously children found it extremely difficult to sort) • Create a desert island in the classroom using blue sheets of material for the water and yellow for the island. Imagine being stranded on the island. What would make you happy? What would your needs be? Send letters in bottles across the material sea, asking for essential provisions! • Use craft and natural materials to create mini scenes in plastic bottles for different wild creatures. • Label the bottle scenes with facts and researched information. Make lift-the-flap books to accompany the bottles. • Research the habitats, offspring and basic needs of African animals and make a safari in a tray, using plastic toys and natural materials. 	<p>Science Objectives</p> <p>Identifying and naming a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.</p> <p>Identifying, naming a variety of common animals that are carnivores, herbivores & omnivores.</p> <p>Describing and comparing the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets).</p> <p>Noticing that animals, including humans, have offspring which grow into adults.</p> <p>Working Scientifically</p> <p>Asking simple questions and recognise that they can be answered in different ways.</p> <p>Observing closely, using simple equipment.</p> <p>Identifying and classifying.</p> <p>Using observations and ideas to suggest answers to questions.</p> <p>Gathering and recording data to help answer questions.</p> <p>Performing simple tests.</p>	<p>Development of co-ordination:</p> <p style="padding-left: 40px;">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;">Art and Nature (Plants)</p> <ul style="list-style-type: none"> • Investigating and sorting materials according to where they came from. Learning all about those materials that come from plants. Creating a large pollen sculptures out of clay, finding flowers outside in the playground and sketching them and then making a large model of the inside of a flower using junk modelling materials! • Thinking about the different ways that plants can disperse their seeds, including seeds designed to stick on animals and humans. Using clay or modroc, create a large burr. • Going outside and looking carefully at the plants and flowers. Understanding more of the role pollen plays in the growing of fruit and vegetables and creating a large pollen sculpture out of clay! • Ever wondered what is inside a flower? Taking a look at flowers outside in the playground and then making a large model in the classroom. • Looking closely at plants, including roots, stems and bulbs. Can you draw what you see through the magnifying glass? Can you label the parts of the plant? • Looking around at all the different trees in the area. Doing leaf and bark rubbings outside, talking about trees and then create a large piece of art on the playground floor. 	<p>Science Objectives</p> <p>Identifying and naming a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identifying and describing the basic structure of a variety of common flowering plants, including trees.</p> <p>Observing and describing how seeds and bulbs grow into mature plants.</p> <p>Finding out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>Working Scientifically</p> <p>Asking simple questions and recognising that they can be answered in different ways.</p> <p>Observing closely, using simple equipment.</p> <p>Performing simple tests.</p> <p>Identifying and classifying.</p> <p>Using their observations and ideas to suggest answers to questions.</p> <p>Gathering and recording data to help answering questions.</p>	
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