



	Autumn Some like it hot, some like it cold – Autumn One Amazing Animals – Autumn Two	Spring Toys through Time – Spring One What a Wonderful World – Spring Two	Summer Grow Great – Summer One Global Explorers – Summer Two
Big Concepts	Animals including Humans	Materials	Plants
Scientific Enquiry ✨	<ul style="list-style-type: none"> Communicate findings Make simple predictions Ask and answer questions using scientific knowledge Plan and carry out simple test Observe Gather and record data 	<ul style="list-style-type: none"> Plan and carry out simple test Use observations to classify Record results on a table Make simple predictions Evaluate test Ask and Answers questions 	<ul style="list-style-type: none"> Make careful observations, observe similarities and differences Explain how a seed grows. Explain what the seasons feel like. Make simple predictions Draw and label Ask yes no questions to clarify Evaluate test and offer simple improvements
Core Knowledge	<ul style="list-style-type: none"> To be able to describe the importance for humans of exercise, eating the right amounts if different types of food and hygiene. To be able identify and name a variety of common animals that are carnivores, herbivores and omnivores. To be able to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. To notice that animals including humans have offspring which grow into adults. 	<ul style="list-style-type: none"> To be able to distinguish between an object and the material from which it is made. To be able to identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock. To be able to describe the simple properties of a variety of everyday materials. To be able to compare and group together a variety of everyday materials on the basis of their simple properties. 	<ul style="list-style-type: none"> To be able to identify and name a variety of common wild and green plants, including deciduous and evergreen trees To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy To observe changes across four seasons. To observe and describe weather associated with the seasons and how day length varies.
Thinking like a			
Vocabulary	Offspring, grow, adults, nutrition, reproduce, survival, water, food, exercise, hygiene, Head, body, eyes, ears, mouth, teeth, leg, omnivore, carnivore, herbivore, senses.	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.	Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud. Names of trees in local area, garden and wild flowering plants. Weather (sunny, rainy, windy, snowy etc) Seasons (winter, summer, spring, autumn) sun, sunrise, sunset, Day length, Leaf, flower, blossom, bud, petal, berry, root, seed, stalk, trunk, branch, stem, bark, fruit, light, shade, sun, warm, cool, water, grow, healthy, nutrients
Lesson 1	I can identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense. I can observe features of the human body. I can identify different parts of the human body	I can distinguish between an object and the material from which it is made I can identify and group using my observations. I can identify materials and classify items.	I can identify and describe the basic structure of a variety of common flowering plants including trees. I can keep a diary to explain how a seed grows. I can observe seed growth over time.
Lesson 2	I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. I can carry out simple tests to compare and classify. I can identify each taste and categorise them into sweet, salty, sour and bitter.	I can identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock. I can record my results in a table. I can identify and classify different materials.	I can identify and describe the basic structure of a variety of common flowering plants including trees. I can carefully draw and label a plant. I can identify plants in the environment.
Lesson 3	I notice that animals including humans have offspring which grow into adults. I can identify a variety of animals and match to its offspring. I can look for patterns, similarities and differences in families.	I can describe the simple properties of a variety of everyday materials. I can ask and answer questions to group materials. I can group and classify materials based on how they feel.	I can identify and describe the basic structure of a variety of common flowering plants including trees. I can label parts of a plant. I can identify and classify parts of the plant.
Lesson 4	I notice that animals including humans have offspring which grow into adults I can communicate findings using correct scientific language and illustrations. I can observe lifecycles over time. I can research the lifecycles of different animals.	I can compare and group together a variety of everyday materials on the basis of their simple properties. I can carry out a simple comparative test using my own ideas. I can compare the suitability of materials using a comparative test.	I can identify and name a variety of common wild and garden plants including deciduous and evergreen trees. I can ask yes and no questions to begin to classify. I can identify and classify different leaves from deciduous and evergreen trees.
Lesson 5	I can describe the importance for humans of exercise, eating the right amounts if different types of food and hygiene. I can plan and carry out simple tests.	I can compare and group together a variety of everyday materials on the basis of their simple properties	I can identify and name a variety of common wild and garden plants including deciduous and evergreen trees. I can make simple predictions

	I can set up a comparative test.	I can make predictions based on the best materials to block out light and I can report and interpret my findings. I can carry out a comparative test.	I can observe types of leaves over time.
Lesson 6	I can describe the importance for humans of exercise, eating the right amounts if different types of food and hygiene. I can make simple predictions from what I have observed. Look for patterns in how germs spread.	I can compare and group together a variety of everyday materials on the basis of their simple properties I can evaluate my test and suggest improvements. I can notice patterns in my results.	I can find and describe how plants need water, light and a suitable temperature to grow and stay healthy. I can ask simple questions to investigate I can look for patterns in my tests.
Lesson 7	I can describe the importance for humans of exercise, eating the right amounts if different types of food and hygiene. I can communicate my findings using models. I can use research and observation skills to identify and design bacteria	I can describe the simple properties of a variety of everyday materials. I can predict which materials will be waterproof. I can conduct a comparative test.	I can observe the changes across four seasons. I notice similarities and differences within the seasons. I can identify the four seasons.
Lesson 8		I can compare and group together a variety of everyday materials on the basis of their simple properties. I can evaluate my shelter. I can identify and classify different materials.	I can observe the changes across four seasons. Today's focus= Autumn I can predict what colours are hiding in my leaf. I can look for patterns with the colours found in different leaves.
Lesson 9	I can describe the importance for humans of exercise, eating the right amounts if different types of food and hygiene. I can evaluate a comparative test, I can observe what happens over time.	I can describe the simple properties of a variety of everyday materials. I can test different materials. I can set up a comparable test.	I can observe the changes across four seasons. Today's focus= Winter I can explain what winter feels like. I can observe how crystals form over time.
Lesson 10	I can describe the importance for humans of exercise, eating the right amounts if different types of food and hygiene. I can sort foods into their food groups and record my results. I can identify and classify foods based on their food group.	I can compare and group together a variety of everyday materials on the basis of their simple properties. I can explain my results. I observe what happens to the materials over a period of time.	I can observe the changes across four seasons. Today's focus= Spring I can record different signs of spring using labelled diagrams and pictures. I can identify signs of spring. I can compare my results to research about rainfall in different seasons
Lesson 11	I can identify and name a variety of common animals that are carnivores, herbivores and omnivores. I can use sorting rings and Venn diagrams to record my findings. I can identify and sort animals according to what they eat.	I can identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock. I can use a sorting diagram to classify materials. I can notice patterns in my results.	I can observe the changes across four seasons. Today's focus= Summer I can evaluate my test by suggesting simple improvements I can carry out a comparative test.
Lesson 12	I can describe 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. I can communicate my findings using relevant scientific language and illustrations. I can use secondary sources to find out what animals eat to make a food chain.	I can distinguish between an object and the material from which it is made. I can ask questions to identify materials. I can use my subject knowledge to sort a range of objects.	I can observe and describe weather associated with the seasons and how day length varies. I can ask simple questions about what is going on and make careful observations. I can identify different clouds and understand how they are formed.
Assessment Opportunities	End of Unit Quiz Children's comments and completion of learning tasks Response to developmental marking	Final knowledge assessment/End of unit quiz Completed concept maps Verbal feedback from children during whole class discussions and 1:1 feedback From developmental marking and feedback	End of Unit Quiz Children's comments and completion of learning tasks Response to developmental marking Completed concept maps
SEN Provision	Children to complete words into sentences Scribe where necessary Photographs Word banks Pictures already cut up if needed	Children with SEN to be provided with a scribe where necessary Children with SEN to be provided with the opportunity to draw their responses to questions Evidence of learning to be photographed Word banks with pictures to be provided	Children with SEN to be provided with a scribe where necessary Children with SEN to be provided with the opportunity to draw their responses to questions Evidence of learning to be photographed Word banks with pictures to be provided Pictures already cut up if needed
Unit Must	Sort animals using omnivore/carnivore/herbivore Understand why we should exercise and eat different types of food Identify, name, draw and label the basic parts of the human body Name the different senses Name offspring of common animals	Name common everyday materials Sort objects according to the material it is made from Identify a property of an object	Name the 4 seasons and explain clothes needed for each one Understand and explain the vocabulary deciduous and evergreen Identify and name leaves from deciduous and evergreen trees Find out and describe how plants need water to stay healthy
Should	Describe the importance for humans of exercise, eating the right amounts if different types of food and hygiene. Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.	Identify and name a variety of common wild and garden plants including deciduous and evergreen trees Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

	<p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Notice that animals including humans have offspring which grow into adults.</p>	<p>Describe the simple properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple properties.</p>	<p>Observe changes across four seasons. Observe and describe weather associated with the seasons and how day length varies.</p>
Could	<p>Describe the different food groups and explain why each is needed Explain the importance of herbivores, carnivores and omnivores in food chains Describe and explain the stages of a frog and butterfly's life cycle</p>	<p>Explain why objects are made from specific materials by describing the properties. Explain how and why some objects can be made from 1 or more different materials.</p>	<p>Explain changes that occur in the 4 seasons Simply explain why the day length changes</p>