

|   | 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>Autumn walk.</p> <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.</p> <p>Use of senses; feeling dough or listening to sounds in the environment, such as sirens or farm animals.</p> <p>Dentist visit.</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</p> <p>Questioning and observation during continuous provision in areas like the sand or water tray.</p> <p>Spring walk.</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>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 eg 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>Mini-beast hunt.</p> <p>Summer walk.</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>The five senses</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 themselves</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</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 – Autumn</p> <p>I-pads- fact videos</p> <p>Memory boxes</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>Talk about why things happen and how they work</p> <p>Investigate magnets</p> <p>Pushing and pulling forces</p> <p>Talk about why things happen and how they work</p> <p>Exploring technology</p> <p>Float/sink test</p> <p>Which materials are best for making a boat</p> <p>Exploring ways of travel using different parts of the body</p> <p>Investigate the changes and processes in the natural world</p> | <p>Investigate Space- looking at the planets</p> <p>Visit of Wonder dome experience</p> <p>Children use technology to gain information</p> <p>Making space rockets and planets</p> <p>Our planet and the sun</p> <p>Could we live on the moon? Describe the moon</p> <p>Look at, learn the names and describe planets.</p> <p>Can we travel into space?</p> <p>Look closely at the similarities, differences, patterns and changes</p> | <p>Questions about aspects of the world in which we live</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>Life cycle of a butterfly/frog</p> <p>Growing Broad beans And identifying how to plant a seed and what a plant needs to grow</p> <p>Living eggs- Watching chicks develop- the life cycle of a chick</p> <p>Looking at habitats</p> <p>The natural world – understanding important processes and changes</p> | <p>The natural world – investigate contrasting environments</p> <p>To know some similarities and differences in contrasting environments</p> <p>safety when tackling new challenges and managing risks</p> <p>exercise, eating, sleeping, hygiene and good health.</p> <p>Summer walk – Bruntwood Park</p> |
| Text/Person/Place | Senses, Dental nurse   | Bruntwood Park, All the different seasons books  | Super Tato  | Wonder dome Experience, Space books  | Bruntwood Park, Mad about Mini beasts and other non-fiction texts.   | Elephant Dance, Information texts  |
| Vocab             | Healthy/ unhealthy foods. Oral hygiene/ 5 senses<br>Baby, toddler, child, adult  | Season, autumn, winter, spring, summer, weather  | Push pull, materials, magnet, magnetic<br>Float, sink, waterproof, not waterproof   | Moon, stars, orbit, space, sun, planets  | Grow, stem, leaf, root, soil, sunlight, mini beast, lifecycle, change  | Environment, sea, sun, seasons, Weather, animals,  |

| YEAR 1             | AUTUMN 1   | AUTUMN 2  | SPRING 1   | SPRING 2  | SUMMER 1  | SUMMER 2  |
|--------------------|--|---|--|---|---|---|
|                    | MY BODY AND ITS SENSES<br>TERRIFIC TREES<br>Seasonal changes:<br>Autumn  | MATERIALS<br>Seasonal changes:<br>Winter  | POLAR PLACES   | PLANTS & ANIMALS<br>WHERE WE LIVE<br>Seasonal changes:<br>Spring  | ON SAFARI (ANIMALS)   | SEASIDE AND SUMMER<br>HOLIDAYS<br>Seasonal changes:<br>Summer   |
| HOOK               | <p>An introduction to our body parts</p> <p>Labelling body parts</p> <p>Visit from Ann Jepson- Dental Nurse</p> <p>Senses experiment</p> <p>Seasons overview lesson<br/>Seasons – looking at autumn</p> <p>Learning the names of common British trees</p> <p>Knowing what deciduous and evergreen means</p> <p>Senses walk/Autumn Walk to Bruntwood Park</p> <p>Explore world around us-notice change.</p> | <p>Name &amp; classify a selection of materials</p> <p>Describe simple physical properties of materials</p> <p>Materials and objects</p> <p>Testing materials</p> <p>Waterproof experiment – umbrella for teddy</p> <p>Change of seasons – winter – changes in clothes, daylight, trees</p> | <p>Visit from a polar explorer-expedition talk</p> <p>Snow gloves experiment- which is the warmest and waterproof</p> <p>Identify &amp; name common animals that are carnivore, herbivores &amp; omnivores.</p> <p>Explore mammals-Polar animals</p> <p>Camouflage</p> <p>Winter walk – Bruntwood Park</p> | <p>Grow sunflowers from seeds</p> <p>Structure of plants</p> <p>Plant hunt - Which plants &amp; animals live/ 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</p> | <p>Conduct Great Bug hunt in Bruntwood Park</p> <p>Birdman visit</p> <p>Compare ourselves, other vertebrates &amp; invertebrates</p> <p>Experiment - lifecycle of butterfly – growing a caterpillar</p> <p>Identify &amp; name a variety of animals including amphibians and reptiles, and their features</p> <p>Describe &amp; compare the structure of a variety of animals</p> <p>Which Birds &amp; animals in our local area</p> <p>How are birds different than us</p> | <p>Children become marine biologists</p> <p>What would you find in a rockpool?</p> <p>Identify and classify seashore animals</p> <p>Hands on looking at the structure of fish</p> <p>Pack a suitable suitcase for summer holidays looking at sunglasses- Sunglasses materials experiment</p> <p>Conduct frozen water bottle 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 -Bruntwood Park</p> |
| Text/ Person/Place | Dental Nurse, non-fiction texts, Bruntwood Park  | School grounds<br>Materials   | Polar explorer visitor, Polar animals and Arctic/Antarctic non-fiction texts   | Grow sunflowers from seeds, Plants and flower books, School grounds   | Reptile Road Show visit, Bruntwood park   | Marine biologist, Snail and the Whale, Tiddler, Sharing a Shell Seaside non-fiction texts.  |

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| <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>Seasons, Winter</p>   | <p>Herbivore, omnivore, carnivore, Bird, 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>root, seed, bulb, flower, stem, leaves, wild, plants, garden plants, sunflower, grow, sunlight, water, Leaves, trunk, branches, bark, deciduous and evergreen trees.</p> <p>Bird, wing, feathers, beak,</p> <p>Seasons, Spring</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,</p>  | <p>Seaside animals, fish, Amphibian, banded wedge shell, beach, cockle, shell crab habitat, limpet, mussel, periwinkle, crab, claw, fin, scales, pollution, razor, recycle rock pool, rubbish, sand, sea, shell, turtles.</p> <p>Summer materials, sunglasses, sunscreen, protect,</p> <p>Seasons, Summer</p>  |
| <p>Year 2</p> | <p><b>AUTUMN 1</b></p> <p>YOUNG GARDENERS (PLANTS)</p>  | <p><b>AUTUMN 2</b></p> <p>HEALTHY ME</p>  | <p><b>SPRING 1</b></p> <p>SURVIVAL ADVENTURE</p>   | <p><b>SPRING 2</b></p> <p>USES OF MATERIALS</p>   | <p><b>SUMMER 1</b></p> <p>HAPPY HABITATS</p>   | <p><b>SUMMER 2</b></p> <p>FOOD CHAINS</p>  |
| <p>HOOK</p>   | <p>What is growing in our school grounds</p> <p>What shall we grow? Using a selection of seeds in Packets</p> <p>What do seeds need for germination – experiment on seeds</p> <p>Make newspaper pots and then plant the sweet pea seeds.</p> <p>Daily measurement of seedlings</p> <p>Bulb planting</p> <p>Quirky containers</p> <p>Observation</p> | <p>What do we need to do to stay healthy lesson. Start the bread hygiene lesson.</p> <p>Fitness in the playground – PE Lesson</p> <p>Explore different foods with their senses.</p> <p>Snacking - complete part of a pictogram about favourite snacks.</p> <p>Children create their own snack bowls using a selection of different fruits and vegetables.</p> <p>Changing states (Food)- Bread hygiene experiment</p> <p>Sugar cube investigation</p> | <p>Survival adventure</p> <p>Alive and not alive</p> <p>Pupils will notice that animals, including humans, have offspring which grow into adults.</p> <p>Life cycles</p> <p>Basic needs</p> <p>Children find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> | <p>Uses of materials- collect, classify, learn about properties and changing state of materials</p> <p>Create a silly materials Book</p> <p>Squash, bend, twist, stretch activities with materials</p> <p>Design a state of the art Tent- waterproof/strong</p> | <p>What is a habitat?</p> <p>Learn the habitat song</p> <p>Learn about the habitats of the UK</p> <p>Go and look outside for living things</p> <p>Extreme habitats lesson</p> <p>Create habitats flip-flap book</p> <p>Look at animals. Sort into habitats. Choose a habitat.</p> <p>Create a shoe box Habitat</p> <p>Names of local habitats e.g. pond, woodland etc.</p> | <p>Animal food chains including humans</p> <p>Children will understand what a food chain is and create their own.</p> <p>Encourage children to have a go at making a few food chains themselves using a selection of animals.</p> <p>Create their own food chain paper chains. Label the producer and the consumers.</p> <p>To create food chains and explain what happens at each stage.</p> <p>Encourage discussion about types of animals and what type of food they eat.</p> |

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|                     |   | Eggs in drinks investigation  |  |  | Names of micro-habitats e.g. under logs, in bushes etc.<br><br>Woodlouse live investigation  | Children will identify different types of animal depending on their diet.<br><br>Whose poo? Investigation             |
| Text/ Person/ Place | Bruntwood Park  | Playground  | School grounds   | Classroom  | Bruntwood Park   | Bruntwood Park  |
| Vocab               | Leaves, trunk, branch, root, seed, bulb, flower, stem, wild, garden, deciduous, evergreen, observe, grow, compare, record, temperature, predict, measure, diagram, germinate, warmth, sunlight. | growth, child, young/old stages, exercise, heartbeat, breathing, hygiene, germs, disease, food types (examples – meat, fish, vegetables, bread, rice, pasta)<br>Bones, bread, change, chopping board, cook, dehydrate, digest / energy, fork fruit, frying pan, grow, heat, hot, hygiene, ingredients, knife, oven, rainbow, Saucepan, spoon, strong, temperature, utensils, vegetables, whisk. | Alive, living, not alive dead, offspring life cycle, young child, baby adult, basic needs survive, survival reproduce, sensitivity excrete, respire healthy, breathe, human. | Names of materials – wood, metal, plastic, glass, brick, rock, paper, cardboard<br>Properties of materials – as for Year 1 plus opaque, transparent, translucent, reflective, non-reflective, flexible, rigid<br>Shape, push/pushing, pull/push, twist/twisting, squash/squashing, bend/bending, stretch/stretching. | Habitat, micro habitat ocean, forest, desert Rainforest, woodland. sun, grass, leaf litter, stony path, under bushes, shelter, sea shore, ocean, rainforest, conditions, Hot/warm/cold Dry/damp/wet Bright/shade/dark, local environment, compare. | food, food chain, plant, animal, prey, predator, carnivore, herbivore, omnivore, diets, producer, consumer, discuss . |

