

Term	Working Scientifically	Learning intentions
Autumn 1 Animals (incl humans) Seasons	K+U skills: <ul style="list-style-type: none"> • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense • observe changes across the four seasons Animals including Humans Seasons	
	Asking Questions <ul style="list-style-type: none"> • ask simple questions and recognise that they can be answered in different ways Measuring and Recording <ul style="list-style-type: none"> • observe closely, using simple equipment • perform simple tests • gather and record data to help in answering questions Concluding <ul style="list-style-type: none"> • identify and classify • use their observations and ideas to suggest answers to questions 	To name, draw and label parts of the human body. To name main bones in our bodies (Skeleton Song) To know and name the 5 senses. To understand which part of the body is associated with which sense. To use my sense of touch, sight and hearing to make observations, explore, sort and investigate our natural world. (Taught through Welly walks to the woods) To investigate how we see with 1 eye compared to 2 eyes. To know and name some signs of Autumn (taught through Welly Walk to the Woods)
Autumn 2 Animals (incl humans) Seasons	K+U skills: <ul style="list-style-type: none"> • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense • observe changes across the four seasons Animals including Humans Seasons	To investigate our sense of smell - can we identify foods using just our sense of smell? To talk about smells we like/do not like. To understand the importance of physical exercise. To know how to stay safe around medicines. To understand the importance of sleep and mental

	<ul style="list-style-type: none"> • observe closely, using simple equipment • perform simple tests • gather and record data to help in answering questions <p>Concluding</p> <ul style="list-style-type: none"> • identify and classify • use their observations and ideas to suggest answers to questions 	<p>well being. To know how to cross a road safely. (All covered in Safe and Healthy Me Week)</p> <p>To know about nutritious foods. To know that foods can be grouped. (Covered by visit from Chrissy Hancock from Wessex Education)</p> <p>To know how to look after my teeth. To investigate how different sugary drinks affect our teeth. Fair testing. To use my sense of taste to sort different foods - bitter/sweet/sour/salty To talk about tastes I do/do not like. To understand how we have changed since we were babies (bring in baby photo to share)</p>
<p>Spring 1</p> <p>Weather (link with Geography)</p>	<p>K+U skills: observe and describe different types of weather associated with the seasons and how the length of the day varies, observe the changes that happen across the seasons.</p> <p>Asking Questions</p> <ul style="list-style-type: none"> • ask simple questions and recognise that they can be answered in different ways <p>Measuring and Recording</p> <ul style="list-style-type: none"> • observe closely, using simple equipment • perform simple tests • gather and record data to help in answering questions <p>Concluding</p> <ul style="list-style-type: none"> • identify and classify • use their observations and ideas to suggest answers to questions 	<p>To know that there are different types of weather and represent these types of weather through pictures. To observe the weather over a week and record what we see. To identify signs of winter (winter tree picture/Welly Walk to the Woods) To understand what a meteor shower is. Use Drama to act out a meteor's journey from meteoroid - meteor - meteorite. (One off session to fit with Space topic) To understand where rain comes from. Raincloud in a jar experiment) To know why puddles disappear. To understand what happens to rainwater when it freezes. To investigate how to stop ice melting (choose 4 locations - where will the ice melt first?)</p>

<p>Spring 2 Plants</p>	<p>K+U skills: • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of variety of common flowering plants, including trees</p> <p>Introduce Plants</p>	
<p>Materials</p>	<p>Asking Questions • ask simple questions and recognise that they can be answered in different ways</p> <p>Measuring and Recording • observe closely, using simple equipment • perform simple tests • gather and record data to help in answering questions</p> <p>Concluding • identify and classify • use their observations and ideas to suggest answers to questions</p>	<p>To name the main parts of a plant. To name the main parts of a tree. To name a range of common plants (Welly Walk to the Woods) To understand the difference between deciduous and evergreen plants. To know what a plant needs to grow well.</p>
	<p>K+U skills: • distinguish between an object and the materials from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock • describe the simple physical properties of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Exploring Everyday materials</p>	
	<p>Asking Questions • ask simple questions and recognise that they can be answered in different ways</p> <p>Measuring and Recording • observe closely, using simple equipment • perform simple tests • gather and record data to help in answering questions</p>	<p>To name a variety of materials eg plastic, glass, wood, metal, rock. To be able to distinguish between an object and the material it is made of</p>

	<p>Concluding</p> <ul style="list-style-type: none"> • identify and classify • use their observations and ideas to suggest answers to questions 	
<p>Summer 1 Materials</p>	<p>K+U skills: • distinguish between an object and the materials from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</p> <ul style="list-style-type: none"> • describe the simple physical properties of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties <p>Uses of Everyday Materials</p> <p>Asking Questions</p> <ul style="list-style-type: none"> • ask simple questions and recognise that they can be answered in different ways <p>Measuring and Recording</p> <ul style="list-style-type: none"> • observe closely, using simple equipment • perform simple tests • gather and record data to help in answering questions <p>Concluding</p> <ul style="list-style-type: none"> • identify and classify • use their observations and ideas to suggest answers to questions 	<p>To sort everyday objects according to what they are made of. To be able to describe the properties of a variety of simple every day objects. To be able to compare and group these everyday objects on the basis of their properties.</p>
<p>Summer 2 Animals</p>	<p>K+U skills: • identify and name a variety of common animals including fish, amphibians, reptiles, mammals and birds</p> <ul style="list-style-type: none"> • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, mammals and birds including pets) <p>Animals - all about animals</p> <p>Asking Questions</p> <ul style="list-style-type: none"> • ask simple questions and recognise that they can be answered in different ways 	<p>To name a variety of common animals including fish, amphibians, reptiles, birds and mammals Link to Welly Walks to the woods -</p>

Measuring and Recording

- observe closely, using simple equipment
- perform simple tests
- gather and record data to help in answering questions

Concluding

- identify and classify
- use their observations and ideas to suggest answers to questions

minibeasts/birds/mammals

Link to Poles Apart topic - animals that live in the Arctic/Antarctic - compare and contrast.

Link to Amazing Africa - animals that live in hot climates.

Link to farm visit - farm animals and reptiles.

Pond dipping.

To understand the terms herbivore, carnivore and omnivore.

To name common animals that are herbivores, carnivores and omnivores (farm visit, links to Africa topic and Poles Apart Topic)