

	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge content	Unit	Materials	Plants	Animals including humans	Seasonal changes	Animals including humans	Animals including humans
	National Curriculum statements	-Distinguish between an object and the material from which it is made -Identify and name a variety of every day materials, including wood, plastic, glass, metal, water and rock -Describe the simple physical properties of a variety of everyday materials -Compare and group together a variety of everyday materials on the basis of their simple physical properties	Identify and describe the basic structure of a variety of common flowering plants, including trees (link to seasons) Identify and name a variety of common, wild and garden plants, including deciduous and evergreen trees.	-Identify, name, draw and label the basic body parts of the human body and say which part of the body is associated with each sense	Observe changes across the 4 seasons; observe and describe the weather associated with the seasons and how the day length varies Identify deciduous trees (they don't have leaves at this time of the year)	-Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals -Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) -That animals have different characteristics by which they can be grouped: fish, amphibians, reptile's birds, and mammals	-Identify and name a variety of common animals that are carnivores, herbivores and omnivores -That animals have different characteristics by which they can be grouped: carnivore and omnivore
	Rationale for order	Within the EYFS children naturally explore and manipulate materials within their play. This Materials unit leads on nicely from that initial investigative work, to begin to show how we can identify and classify these materials further.	This unit will be the introduction to seasonal change where children learn that some trees lose their leaves in autumn, which will be revisited in Spring when trees are in bud. Visit to tree in school field	Children will gain an understanding of different parts of the body (e.g. spine) which will then support them to relate to animals in Summer 1 Animals unit.	Having had experience of Autumn/Winter, children will now be able to draw on personal experiences. Children will have knowledge of deciduous and evergreen trees and recognise that trees and plants change in different seasons. Visit to same school tree to observe changes	Revisit prior learning on humans before looking specifically at animals and the distinction between them and other animal types. Children will have underlying knowledge of body parts and will use this knowledge to discuss structure of common animals. They will use this knowledge to group and classify according to characteristics Visit to same school tree to observe changes	Having had experience of grouping animals according to characteristics, children will be able to use these skills to group according to what they eat. Being further on in the year, children will be able to consolidate all their knowledge on Animals/Humans/ to understand what the key vocab within this unit means and can make independently categorise using this knowledge.
	Key Knowledge (to be retained in bold)						
SC1 Investigation focus	SC1 Focus	Which material is the most waterproof? - Fully guided: Plan, conduct, record, conclude & explain Discuss waterproof/absorbent Test and rank 2-3 materials (Macintosh material, felt, tissue)	Do plants need leaves to stay alive? Remove leaves from one plant and keep leaves on a control plant. Focus: Conduct, record and conclude	What is the sweetest fruit? Sample different fruits and survey class to get results. Results to be recorded on pre-drawn table/ post it graph Focus: Full investigation all areas (support at planning stage)	How do trees change over time? Focus: Record (observe) – time lapse video Conclude using knowledge of seasons	What type of animal is it? Focus: Conduct - classification	Are snail's carnivores, herbivores or omnivores? Expose a group of snails to each of these food groups to see which one they eat Focus: Full investigation all areas (support at planning stage)
	Cut and paste skills progression and merge (Focus which will be primarily child)	THIS UNIT WILL BE FULLY GUIDED AND MODELLED BY THE TEACHER This should build on the plan do review model used in EYFS PLAN -That scientific investigation begins with a question they want to find the answer to	PLAN -That scientific investigation begins with a question they want to find the answer to -That they can ask questions about the world and then make	PLAN -That scientific investigation begins with a question they want to find the answer to -That they can ask questions about the world and then	PLAN -That scientific investigation begins with a question they want to find the answer to -That they can ask questions about the world and then	PLAN -That scientific investigation begins with a question they want to find the answer to -That they can ask questions about the world and then make	PLAN -That scientific investigation begins with a question they want to find the answer to -That they can ask questions about the world and then make observations to answer these questions

	<p>led/independent. There is a focus on developing SC1 skills, which should be first modelled and allow a chance for the children to develop indep)</p>	<p>-That they can ask questions about the world and then make observations to answer these questions. CONDUCT -That they can use magnifying glasses to observe objects closely (as a way of collecting results) -That objects can be identified or sorted into groups based on their observable properties (Classification) RECORD - That in order to answer the asked questions, data needs to be gathered and recorded -That they can write down numbers and words or draw pictures to record what they find CONCLUDE AND EXPLAIN -To suggest an answer based on real life experience or using taught scientific knowledge</p>	<p>observations to answer these questions. CONDUCT -That they can use magnifying glasses to observe objects closely (as a way of collecting results) -That objects can be identified or sorted into groups based on their observable properties (Classification) RECORD - That in order to answer the asked questions, data needs to be gathered and recorded -That they can write down numbers and words or draw pictures to record what they find CONCLUDE AND EXPLAIN -To suggest an answer based on real life experience or using taught scientific knowledge</p>	<p>make observations to answer these questions. CONDUCT -That they can use magnifying glasses to observe objects closely (as a way of collecting results) -That objects can be identified or sorted into groups based on their observable properties (Classification) RECORD - That in order to answer the asked questions, data needs to be gathered and recorded -That they can write down numbers and words or draw pictures to record what they find CONCLUDE AND EXPLAIN -To suggest an answer based on real life experience or using taught scientific knowledge</p>	<p>make observations to answer these questions. CONDUCT -That they can use magnifying glasses to observe objects closely (as a way of collecting results) -That objects can be identified or sorted into groups based on their observable properties (Classification) RECORD - That in order to answer the asked questions, data needs to be gathered and recorded -That they can write down numbers and words or draw pictures to record what they find CONCLUDE AND EXPLAIN -To suggest an answer based on real life experience or using taught scientific knowledge</p>	<p>observations to answer these questions. CONDUCT -That they can use magnifying glasses to observe objects closely (as a way of collecting results) -That objects can be identified or sorted into groups based on their observable properties (Classification) RECORD - That in order to answer the asked questions, data needs to be gathered and recorded -That they can write down numbers and words or draw pictures to record what they find CONCLUDE AND EXPLAIN -To suggest an answer based on real life experience or using taught scientific knowledge</p>	<p>CONDUCT -That they can use magnifying glasses to observe objects closely (as a way of collecting results) -That objects can be identified or sorted into groups based on their observable properties (Classification) RECORD - That in order to answer the asked questions, data needs to be gathered and recorded -That they can write down numbers and words or draw pictures to record what they find CONCLUDE AND EXPLAIN -To suggest an answer based on real life experience or using taught scientific knowledge</p>
Assessment focus	Teacher Assessment Framework Knowledge	-Distinguish objects from materials, describe their properties, identify and group everyday materials	- Describe the basic parts of a flower (stem, leaf, root, flower).	-Name and locate parts of the human body, including those related to the senses	-Describe seasonal changes	-Describe and compare the observable features of animals from a range of groups	-Group animals according to what they eat