

Year	Reception	Year 1	Year 2	Notes			
	Skills/knowledge progression	Link to EYFS	Skills/knowledge progression	Link to national curriculum	Skills/knowledge progression	Link to national curriculum	
Plants	<p>Exploring minibeasts habitats – what do they like to eat?</p> <p>Exploring the environment – walks in the wildlife area</p> <p>Looking after the plants in our outside area – watering the flowers, weeding.</p>	<p>UW - Looks closely at similarities, differences, patterns and change.</p>	<p>Know what an oak tree and horse chestnut leaf looks like and that they produce acorns and conkers.</p> <p>Know that a Christmas tree is a type of fir tree and that they sometimes have cones. Know what a holly leaf looks like and that the females have berries and the males don't. Learn that some trees are deciduous and some evergreen</p> <p>Recognise snowdrops, daffodils, tulips, pansies, daisies sunflowers, silver birch and willow in the school grounds</p> <p>Learn the name of tree and flower parts and their functions</p> <p>Learn that plants grow from seeds and find out what they need to grow</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Learn the parts of a flowering plant - dig up a weed, draw a diagram, label all the parts.</p> <p>Know what a plant needs for healthy growth</p> <p>Know that plants grow from bulbs or seeds and how this process occurs - Go on a seed hunt, look at the seeds and discuss the variety.</p> <p>Identify and name plants from different habitats and be able to explain how plants are suited to their environment - look at orchids and cactus, describe the differences</p> <p>To recognise plants we can eat and group them according to which part of the plant is edible - Collect produce from school veg patch.</p>	<p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	
Animals including humans	<p>PE lessons – stop and feel your heart – is it beating fast?</p> <p>Talk about foods we like – healthy or not?</p> <p>Daily run – why is it important to be active?</p> <p>Finding out the importance of sleep – sharing sleep diaries talking about what</p>	<p>PD - Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>PD- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can</p>	<p>Know the names of different types of animal - hunts on mammals, fish, reptiles and birds.</p> <p>Learn what an amphibian is</p> <p>Learn what camouflage is and how animals use it - camouflage butterfly hunt</p> <p>Learn that animals can be herbivores, carnivores and omnivores and solve a question.</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p>	<p>To know what humans, need to stay healthy.</p> <p>To know the importance of exercise and how it effects their bodies - what happens to our bodies when we bounce? Do vigorous exercise and describe the effect.</p> <p>To know what makes for a healthy diet - look at the eat well guide, plan a healthy meal.</p>	<p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p>	

	<p>our brains do when we sleep.</p> <p>Washing hands before lunch – what will happen to the germs if we don't?</p> <p>Woodland animal topic – learning facts and making masks</p>	<p>contribute to good health.</p> <p>UW ELG - Children know about similarities and differences in relation to places, objects, materials and living things.</p>	<p>Learn that there are different classifications of animals and begin to learn about their characteristics.</p> <p>Revise the different classification and characteristics of animals and compare.</p> <p>Know the functions of different teeth - which teeth are used when eating different foods.</p> <p>Know basic ways in which they change as they grow from a baby to now</p> <p>Learn what the 5 senses are and why we need our senses - give children a series of activities related to each of the five senses</p> <p>Learn which part of the body is associated with each sense.</p> <p>Learn/revise names for external and internal body parts and their functions</p>	<p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <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.</p>	<p>To know the importance of hygiene and how to look after their teeth. Look at clips on how germs are spread and how to brush our teeth.</p> <p>To know the 5 senses and which part of the body relates to each.</p> <p>Look at pictures of different animals and compare ears/eyes/nose etc. Why are they different?</p>	<p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>
Everyday materials	<p>Junk modelling with a range of different materials – what will work best for your model?</p> <p>Deconstructed role play – making models with large boxes and other materials</p> <p>Large construction outside – building towers and large models with wooden, plastic, concrete blocks.</p>	<p>EAD - Understands that different media can be combined to create new effects.</p> <p>EAD - Manipulates materials to achieve a planned effect.</p> <p>EAD - Constructs with a purpose in mind, using a</p>	<p>Introduce the vocabulary related to materials and their properties – use these weekly to reinforce and learn the words</p> <p>Explore basic electrical circuits. Learn through play that a circuit must be complete to work</p> <p>Make and explore stomp rockets and think about how they can make them go higher</p> <p>Consider how much waste there is in the world and what happens to waste in landfills. Begin to think about how</p>	<p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p>		

		variety of resources. UW ELG - Children know about similarities and differences in relation to places, objects, materials and living things.	their actions impact our planet - recycling materials – plastic sort single/multi use Reduce, reuse, recycle Make an alien crash site. Look at objects from crash site – sort into materials and properties.	Compare and group together a variety of everyday materials on the basis of their simple physical properties.			
Seasonal change	Talk about the changes in seasons Children use iPads to photograph changes in Autumn. Talk about animals hibernating and migrating in the Winter. Talk about the flowers growing in our outside area in Spring. Learn about the Earth spinning – night and day	UW - Looks closely at similarities, differences, patterns and change. UW ELG - They talk about the features of their own immediate environment and how environments might vary from one another.	Know the weather related to Autumn, Winter, Spring and Summer Know what happens to ice as it melts and why water freezes Sort and classify objects to go on a season wheel. Seasons suitcase - pick an object from suitcase and agree which season it is for Daily weather/season chart Friday assembly – weather topic up for discussion	Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.			
Living things and their habitat	Mini beast hunts in the wildlife area – focus on a different mini beast a week Caring for living things – how to look after the mini beasts we find. Woodland animal homes and answering questions about them -	UW - Looks closely at similarities, differences, patterns and change. ELG UW - They make observations of animals and plants and explain why			To be able to sort things into living/dead/never been alive – things found at the beach. To know what a habitat and microhabitat are and how plant and animals are suited to their habitat - look at, draw and dissect a range of fish and understand how they are adapted to their underwater environment.	Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited	

	<p>Why do squirrels hide their nuts? Why do hedgehogs hibernate?</p> <p>Rock pool topic – which animals live there?</p>	<p>some things occur, and talk about changes.</p>			<p>Compare and describe the features of animals including humans and how that relates to their habitat - look at a variety of underground animals, can they find out how they are adapted to living underground.</p> <p>Look closely at objects found at the beach and compare them to things found at school.</p> <p>To know what a habitat and microhabitat are and how plant and animals are suited to their habitat - look at, draw and dissect a range of fish and understand how they are adapted to their underwater environment.</p> <p>To understand how a simple food chain works - play predator prey game and develop the idea of a food chain. Understand how energy originally comes from the sun.</p>	<p>Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>Describe how animals obtain their food from plants and other animals</p> <p>Understand a simple food chain, and identify and name different sources of food.</p>	
<p>Uses of everyday materials</p>	<p>Children understand how to use objects safely in the classroom – scissors</p> <p>Colour mixing – planet paintings</p> <p>Designing and making models with a variety of materials – paper, cardboard boxes, plastic bottles etc.</p>	<p>EAD - Explores what happens when they mix colours.</p> <p>EAD - Uses simple tools and techniques competently and appropriately.</p> <p>EAD - Selects appropriate resources and adapts work where necessary.</p>			<p>Describe how materials can be changed by twisting, squashing.</p> <p>To explore shapes that float - use plasticine to make different shapes and record how they float. Compare how they float on tap water/salt water.</p> <p>Build bridges outside using Rainbow construction equipment. What made the best bridges?</p> <p>Find a material that would be good for a bridge support, needs to be strong, waterproof and inflexible.</p>	<p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick,</p>	

		EAD - Selects tools and techniques needed to shape, assemble and join materials they are using.			Find out which material would make for the best cannon ball to knock down a wall.	rock, paper and cardboard for particular uses	
Working scientifically	What happens when a gingerbread man gets wet? Thinking about predictions and compare to results.		<p>Love to investigate questions</p> <p>Autumn 1 Can you leap like a frog? How do you make bread? What is camouflage for?</p> <p>Autumn 2 Can you be a superhero? What can our hands do? Why do we have two eyes?</p> <p>Spring 1 Why do we have teeth? Whose poo?</p> <p>Spring 2 What makes the loudest sound? How does it feel? What keeps us dry?</p> <p>Summer 1 What's in a bud? How wild is the wind? How do leaves change? How big is a raindrop? Does it snow in Summer? Do pine cones know it is raining? Are all leaves the same?</p> <p>Summer 2 What can you remember? What can worms sense?</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 in answering questions.</p>	<p>Design an experiment to find out what a plant needs to stay healthy? Carry out experiment and record carefully</p> <p>Mess, muck and Mixtures Mix every day materials with water, make predictions and then carefully observe and record. Group materials depending on what happened.</p> <p>Predict and then observe what happens to some every day materials when heated.</p> <p>Investigate freezing and melting, add salt to water and compare results. Make ice cream in a bag, describe what is happening at each stage of process.</p> <p>Make gingerbread men and slat dough, describe what is happening during the making and baking phase. Describe how we change the shape of the dough.</p> <p>Bounce Play with bubbles, ask questions about what makes a good bubble/ plan and carry out an experiment to find out what makes the best bubbles.</p> <p>Do all balls bounce? Plan and carry out an investigation, can they make their</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 in answering questions.</p>	

test fair, make careful observations and record results.

Does the surface you bounce a ball on matter? Investigate.

Build walls and towers and draw conclusion as to how to make it strong.

Plan a test to find out which material would make for the best cannon ball to knock down a wall. Carry out the test and record results.

Plan an experiment to find out how to change the pitch of a sound.
Milk bottle xylophone.