	Autumn 1	Autumn 2	Spring 1	Spring 2	Sum		
		Seasons to be taught throughout the year					
		1	.) Observe changes across the	4 seasons			
		2) Observe and describe weather associated with seasons and how the day length varie					
	Animals including humans –	Materials Chemistry	Animals including humans	Working	Animals i		
	humans Biology	1) Distinguish between an object	– polar animals Biology	scientifically focus.	humans -		
	1) Identify, name, draw and	and the material from which it is	1) Identify and name a	1) Asking simple	insects. B		
	label the basic parts of the	made	variety of common animals	questions and	1) Identify		
	human body.	2) Identify and name a variety of	including fish, amphibians,	recognising that	a variety of		
	2) say which part of the	everyday materials, including	reptiles, birds and	they can be	animals ir		
	body is associated with each	wood, plastic, glass, metal,	mammals	answered in	fish, ampl		
	sense.	water, and rock	2) identify and name a	different ways.	reptiles, b		
	Key vocabulary	3) Describe the simple physical	variety of common animals	2) observing closely	mammals		
YEAR	head, body, eyes, ears,	properties of a variety of	that are carnivores,	using simple	2) identify		
ONE	mouth, teeth, senses, sight,	everyday materials	herbivores and omnivores.	equipment.	a variety of		
	smell, spine, taste, thigh,	4) Compare and group together	3) Describe and compare	3) Performing	animals th		
	tongue, touch, vertebrae,	a variety of everyday materials	the structure of a variety of	simple tests	carnivore		
	wrist, backbone, ear lobe,	on the basis of their simple	common animals (fish,	4) Identifying and	herbivore		
	eye socket, elbow, fingers,	physical properties.	amphibians, reptiles, birds	classifying	omnivore		
	hearing, hips, joints, nails,	Key vocabulary	and mammals, including	5) Using	3) Describ		
	neck, ribs	Object, material, wood, plastic,	pets).	observations and	compare		
	Working scientifically skills	glass, metal, water, rock, brick,	Key vocabulary	ideas to suggest	structure		
	Observe closely, using	paper, fabric, elastic, foil,	Adventurer, Antarctic,	answers to	of commo		
	simple equipment.	card/cardboard, rubber, wool,	Arctic, Carnivore, Clothes,	questions	(fish, amp		
	Identify and classify.	clay, hard, soft, stretchy, stiff,	Cold, Flexible, Habitat,	6) Gathering and	reptiles, b		
	Gather and record data to	bendy, floppy, waterproof,	Herbivore, Ice, Iceberg,	recording data to	mammals		
	help in answering questions.	absorbent, breaks/tears, rough,	North Pole, Omnivore,	help in answering	pets).		
		smooth, shiny, dull, see through,	Polar bear, Seal, Sea lion,	questions.	Key vocab		
		not see through	Snow, South Pole,		Abdomen		
		Working scientifically skills	Waterproof, Weather		Antennae		
		Observe things using simple	Working scientifically skills		Exoskelet		
		equipment.	Ask simple questions and		chain, Hal		
		Identify and classify.	recognise that they can be		Insect, Inv		
		Use observations and ideas to	answered in different ways.		Jointed, L		
		suggest answers to questions.	Perform simple tests.		Sections,		
		Perform simple tests.	Identify and classify.		Vertebrat		
		Identify and classify.	Use their observations and		Working		
			ideas to suggest answers to		scientifica		

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including – Animals – **Biology** ify and name y of common including phibians, birds and Is ify and name of common that are res, es and es. ribe and e the re of a variety non animals nphibians, birds and als, including

abulary en, ae, eton, Food labitat, Head, nvertebrate, , Legs, s, Thorax, ate g ically

## Plants **Biology**

1) Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. 2) Identify and describe the basic structure of a variety of common flowering plants, including trees. **Key Vocabulary** Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark stalk, bud, Names of trees in the local area, Names of garden and wild flowering plants in the local area. Working scientifically Observe closely, using simple equipment. Identify and classify. Use their observations and ideas to suggest answers to questions. Ask simple questions and recognise that they can be answered in different ways. Identify and classify. Gather and

questions. Identify and	Observe closely, record data to help in
classify.	using simple answering questions.
	equipment.
	Identify and classify.
	Ask simple questions
	and recognise that
	they can be
	answered in
	different ways.