

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception/Year 1 Cycle A</b>	<p><b>Animals including Humans</b> Identify, name and label exterior parts of the human body. Identify and name the 5 senses. Which part of the body is associated with each sense? Identify the need for personal hygiene, including teeth, a balanced diet and exercise.</p> <p><b>Seasonal changes</b> Observe changes in weather, e.g. Autumn to Winter Observe changes in length of day linked to seasons</p>		<p><b>Animals including Humans</b> Identify dinosaurs that were herbivores, carnivores or omnivores. Identify and name endangered animals that include carnivores, herbivores and omnivores. Describe/compare the structure of some easily identifiable endangered animals.</p> <p><b>Seasonal changes</b> Observe changes in weather, e.g. winter to Spring</p>		<p><b>Everyday Materials</b> Using our environment, identify and name a variety of everyday materials and describe their properties. Distinguish between an object and the material from which it is made. Examine ways materials are useful for different purposes in the context of the wildlife garden (habitat) and castles (homes).</p> <p><b>Plants</b> Identify and name a variety of common wild and garden plants, describing their basic structure. Identify different deciduous and evergreen trees in our school environment.</p>	
<b>Reception/ Year 1 Cycle B</b>	<p><b>Animals including Humans</b> Identify and name a variety of common animals that we find in and around the ocean including fish, reptiles, birds and mammals. Identify herbivores and carnivores, prey &amp; predators.</p> <p><b>Seasonal changes</b> Observe changes in weather, e.g. Autumn to Winter Observe changes in length of day linked to seasons</p>		<p><b>Everyday materials</b> Identify everyday materials and examine which are natural and synthetic. Compare and group materials on the basis of similar physical properties. Investigate which materials float and sink. Observe and discuss how states of matter change (ice, cooking)</p> <p><b>Plants and Animals</b> Name and identify common plants and animals that grow in the desert. Examine what they need in order to survive in a hot and dry climate.</p>		<p><b>Plants</b> To identify parts of flowering plants and vegetables including the roots. Describe the basic structure of common plants including trees.,</p> <p><b>Animals including humans</b> Identifying, grouping and naming common animals, including mini-beasts/insects, identify and describe the structure of mini-beasts, discuss life cycles of common animals.</p>	
<b>Year 1/Year 2 Cycle A</b>	<p><b>Animals including Humans</b> Identify, name and label interior parts of the human body: including key bones of the skeleton and key organs . Re-cap our five senses and realise which organs enable them. <i>Recognise the process of reproduction and growth in humans.</i> <i>Find out about what humans need to survive including personal hygiene, a balanced diet and exercise.</i></p> <p><b>Seasonal changes</b> Observe changes in weather, e.g. Autumn to Winter Observe changes in length of day linked to seasons</p>		<p><b>Animals including Humans</b> <i>Identify how different dinosaurs</i> (herbivores, carnivores or Omnivores) differ from each other in terms of size, speed and teeth. Identify that dinosaurs are reptiles. Link to other reptiles that may know and discuss reptilian features. Identify and name endangered animals that include carnivores, herbivores and omnivores. Describe and compare the structure of polar bears and panda bears.</p> <p><b>Seasonal changes</b> Observe changes in weather, e.g. winter to Spring</p>		<p><b>Living Things and their Habitats</b> Explore and compare the differences between living, non-living, never been alive. Identify how most living things (plants and animals) are suited to their habitats. Use the context of the school pond to create simple food chains and life cycles such as a frog. Identify and understand what a microhabitat is.</p> <p><b>Everyday materials</b> Identify and compare the suitability of everyday materials found in our school grounds—including our wildlife area, allotment, gardens and adventure playground.</p>	
<b>Year 1/Year 2 Cycle B</b>	<p><b>Living Things and their Habitats</b> Identify a variety of common animals that we find in and around the ocean (fish, reptiles, birds and mammals). Use the context of the ocean to create simple food chains. Identify and understand what an ecosystem is: deep sea ocean, coral reefs, rock pools.</p> <p><b>Seasonal changes</b> Observe changes in weather, e.g. Autumn to Winter Observe changes in length of day linked to seasons</p>		<p><b>Everyday materials</b> Identify and compare the suitability of a variety of materials (including wood, metal, glass, rock ) for particular uses in the context of the Wild West/cowboys. Discover the difference between natural and man made materials such as wool and leather and examine how their properties suit different purposes. Find out how the shapes of solid objects can change shape by bending, squashing and stretching.</p> <p><b>Plants</b> Name and identify plants that grow in the desert and how they are adapted to be able to survive in an arid climate. Compare these to plants that grow in our school environment.</p>		<p><b>Plants</b> Identify parts of a plant above ground and below ground. Examine the characteristics of living things and what they need in order to survive. Observe and describe how seeds and bulbs grow into mature plants. Understand that seeds and bulbs have a food store inside of them and observe growth changes over time.</p> <p><b>Animals including humans</b> Examine the characteristics of an insect and describe their structures. Use the context of the school wildlife area to create simple life cycles such as a butterfly.</p>	