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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Nursery | **Understanding the World**  Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.  **Communication and Language**  Use a wider range of vocabulary. | | **Understanding The World**  Explore how things work.  Explore and talk about different forces they can feel.  Talk about the differences between materials and changes they notice.  **Expressive Arts and Design**  Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. | | **Understanding the World**  Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things  **Mathematics**  Make comparisons between objects relating to size, length, weight and capacity.  Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’  **Personal, Social and Emotional Development**  Make healthy choices about food, drink, activity and tooth brushing. | |
| Reception | **Understanding the World**  Understand the effect of changing seasons on the natural world around them  **Communication and Language**  Learn new vocabulary. | | **Understanding the World**  Explore the natural world around them. Describe what they see, hear and feel whilst outside  **Communication and Language**  Ask questions to find out more and to check they understand what has been said to them.  Engage in non-fiction books.  Use new vocabulary through the day.  Describe events in some detail. | | **Understanding the World**  Recognise some environments that are different from the one in which they live  **Personal, Social and Emotional Development**  Show resilience and perseverance in the face of challenge.  Know and talk about the different factors that support their overall health and wellbeing:  • regular physical activity  • healthy eating  • teeth brushing  • sensible amounts of ‘screen time’  • having a good sleep routine  • being a safe pedestrian  **Communication and Language**  Use new vocabulary in different contexts.  Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.  Articulate their ideas and thoughts in well-formed sentences.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | |
| Early Learning Goals | **The Natural World-** children at the expected level of development will:  - Explore the natural world around them, making observations and drawing pictures of animals and plants.  - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | | | | | |
| Year 1 | **Animals Including Humans**  (Parts of Animals/ Identifying, Naming and Classifying Animals) | **Plants**  (Parts of Plants) | **Everyday Materials**  (Properties of Materials) | **Everyday Materials**  (Properties of Materials) | **Seasonal Changes**  (Changed Across the Seasons) | **Seasonal Changes**  (Weather & Day Length) |
| Year 2 | **Animals Including Humans**  (Feeding & Exercise) | **Plants**  (Growing Plants) | **Everyday Materials**  (Materials) | **Everyday Materials**  (Changing Shape) | **Living Things and Their Habitats**  (Living Things) | **Living Things and Their Habitats**  (Habitats) |
| Year 3 | **Plants**  (Parts of plants, needs of plants, plant life cycle) | **Rocks**  (Comparing rocks, fossils, rock formation) | **Light**  (Sources, reflection, shadows) | **Animals Including Humans**  (Nutrition, muscular skeletal system) | **Forces & Magnets**  (Non-contact forces, attraction & replusion) | **Bee Project**  (Relationship between bees and their environment) |
| Year 4 | **States of Matter**  (Changes of state, heating and cooling, the water cycle) | **Animals Inc Humans**  (Digestive system, food chains) | **Sound**  (Making sounds, vibrations, the ear, pitch and volume) | **Living Things and Their Habitats**  (Classification, characteristics, environmental changes) | **Electricity**  (Appliances, circuits, conductors | **Famous Scientists** |
| Year 5 | **Properties & Changes of Materials**  (Classifying materials, dissolving, separating & changes of state) | **Animals Including Humans**  (Life cycles, reproduction, human life cycle) | **Forces**  (gravity air & water resistance, friction) | **Living Things and Their Habitats**  (classification, life cycles: amphibians, insects and birds) | **Earth & Space**  (Earth’s movement, planets & the moon in relation to the Sun) | **Famous Scientists** |
| Year 6 | **Animals Including Humans**  (Circulatory system) | **Light**  (how light travels, sight, shadows) | **Electricity**  (effect of voltage of cells, varying function of components) | **Evolution & Inheritance**  (Fossils, variation, reproduction & adaptation, evolution) | **Living Things and Their Habitats**  (Classifying microorganism, plants & animals) | **Famous Scientists** |