

Animals Including Humans

Knowledge	Skills
To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	Use observations to ask and answer simple questions and to describe how they have identified and grouped different animals into their groups.
To identify and name a variety of common animals that are carnivores, herbivores and omnivores.	Use observations to explain how they group animals according to what they eat.
Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	Use observations to answer simple questions and to compare and contrast animals at first hand (Eco Park) or through videos/photographs.
Identify, name, draw and label the basic parts of the human body.	To perform a simple investigation into the relationship between hand and foot size. Make predictions and measure using non-standard units and/or cm. Gather and record data in a table and use their results and observations to answer questions .
Say which part of the body is associated with each sense.	Observe closely using their senses to compare different textures, sounds and smells.
To research a famous scientist.	To research the significance of Linda Brown Buck (a famous biologist) within science.

Senses



sight

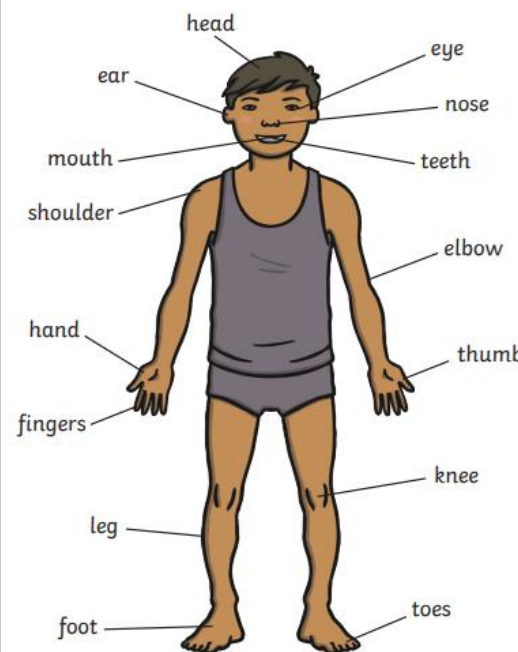
hearing

touch

taste

smell

Parts of the Body



head

eye

ear

nose

mouth

teeth

shoulder

elbow

hand

thumb

fingers

knee

leg

foot

toes

Mammals



human mouse dog cow

Birds




penguin chicken seagull robin

Fish




goldfish tuna shark eel

Reptiles



snake tortoise lizard alligator

Amphibians



frog toad newt salamander

Key Words

Fish amphibian reptile bird mammal carnivore herbivore omnivore pets body head eyes nose mouth teeth ears neck shoulders arms elbow hands fingers legs knees feet toes smell taste touch hearing sight

Uses of Everyday Materials

Knowledge	Skills
To distinguish between an object and the material from which it is made.	Ask simple questions and recognise that they can be answered in different ways . Observe closely using simple equipment.
To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.	Observe closely using simple equipment and use observations to suggest answers to questions. Identify and classify a variety of different materials.
To describe the simple physical properties of a variety of everyday materials.	Observe closely using simple equipment and use observations to suggest answers to questions. Identify and classify a variety of different materials based on their physical properties.
To compare and group together a variety of everyday materials on the basis of their simple physical properties.	To perform a simple test to explore the best material to make the bounciest ball/best material for pig's house (investigating materials through story). Make predictions based on previous observations of materials. Gather and record data to help answer their questions.
<i>To know about a famous scientist/inventor.</i>	<i>To research the significance of Ole Kirk Christiansen (inventor of Lego) within science.</i>



plastic



wood



metal



water



glass



stone



paper



brick

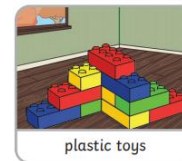


fabric



Key Words

Material properties wood plastic
glass metal water rock hard
soft stretchy shiny dull rough



plastic toys



wooden furniture



metal tools



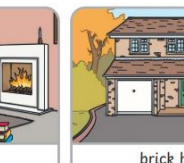
drinking water



glass window



paper books



brick houses



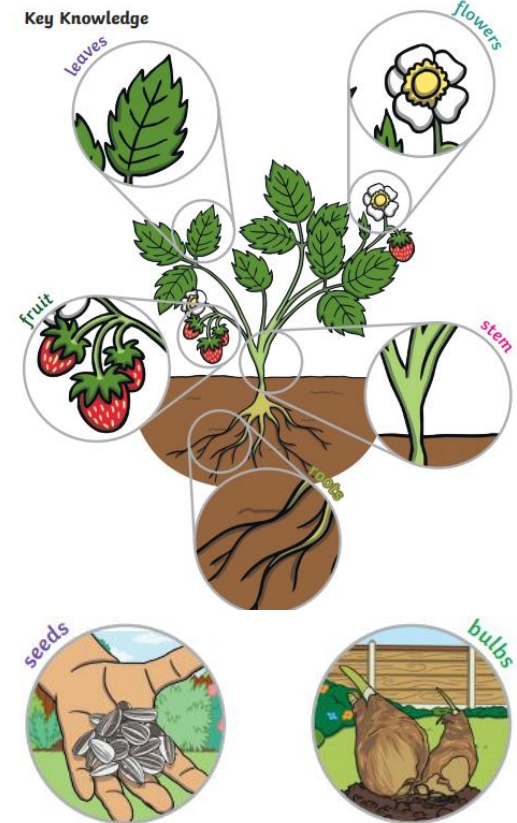
fabric clothing



stepping stones

Plants

Knowledge	Skills
Identify and name a variety of common wild and garden plants.	Use the local environment to ask, explore and answer questions about plants growing in their habitat. Gather and record data of types of plants growing in the area using tally charts/pictograms. Observe a variety of different seeds closely using magnifying glasses and identifying and classifying plants based on seed observations.
Identify and name some deciduous and evergreen trees.	Use the local environment to ask, explore and answer questions about plants growing in their habitat. Observe different types of leaf from a variety of trees using magnifying glasses and record using drawing/sketching. Identify and classify trees based on their leaf size/shape/colour etc.
Identify and describe the basic structure of a variety of common flowering plants, including trees.	Observe closely , using simple equipment, identify and name dissected parts of various flowers/plants. Draw diagrams and label using scientific vocabulary .
<i>Observe and discuss the growth of different plants over time.</i>	Set up a simple enquiry to find out how a bean seed and a chitted potato change over time once they have been planted. Predict what they think they will see next at various stages. Record using drawings in a plant growth diary.
<i>To know that we obtain food from some plants.</i>	Explore different fruits and vegetables using their senses. Create detailed drawings/sketches of cross-sections of different fruits and vegetables.
<i>To know about a famous scientist/botanist.</i>	<i>To research the significance of George Washington Carver's work.</i>



Wild Plants



Garden Plants



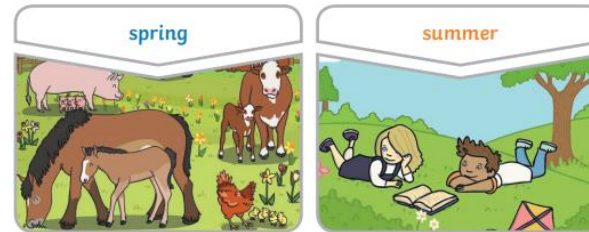
Key Words

Wild plants garden plants weed
deciduous evergreen roots
stem leaves flowers petals
fruit seed bulb



Seasonal Change

Knowledge	Skills
To observe changes across the four seasons.	Children observe what happens to plants and trees in the local area throughout each season. Use observations to describe what happens to plants and deciduous trees during each season. Use their observations to describe how new life begins in spring, including animals (EG frogs, lambs, etc).
Observe and describe weather associated with the seasons.	Ask simple questions about the weather. Observe temperature throughout the seasons. Use observations to suggest answers to questions such as <i>What should I wear to go on a Spring/Winter walk? Why?</i> Design and make a rain gauge. Collect data weekly and record in a rainfall diary throughout the seasons. Using the seasonal rainfall data, present findings by presenting a weather report for a typical spring/summer/autumn/winter day.
Observe and describe how day length varies.	Gather and record data on times that the sun rises and sets throughout each season and compare them. Use this to answer questions and describe how day length varies.
To know about a famous scientist.	To research the significance of the work of George James Symons (inventor of the rain gauge) within science.



The Four Seasons

autumn September October November	winter December January February
spring March April May	summer June July August



Daylight hours each month:

Month	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
Hours of Daylight	13	11	9	8	8	10	12	14	15	16	16	14

Key Words

Season spring summer autumn winter weather
 temperature rainfall daylight