



	Autumn 1		Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2	
	Week 1-6	Week 7	Week 1-5	Week 6	Weeks 2-7 Week 1- See planting activity on White Rose	Week 1- Animals continued Week 2-3	Week 4-6	Week 1-6	Week 1-3	Week 4
Focus	Animals including humans- The human body and senses.	Seasonal changes- Autumn	Materials	Seasonal changes- Winter	Animals including humans – animals	Caring for the planet	Seasonal changes- Spring Planting B	Plants	Growing and cooking	Seasonal changes- Summer
Previous knowledge	I can name the main body parts and point to them on my own body or a picture. - Head: hair, eyes, nose, mouth, ears, face, neck - Arms: fingers, hands - Legs: foot, toes - Back, bottom, stomach I can say what different parts of my body are used for (senses) - Mouth/ tongue eating, tasting - Hands – feeling, touching, - Eyes – looking and seeing - Ears – listening	I can name the 4 seasons I can identify and describe different types of winter weather – frost, Snow, hail and blizzards. I know that the weather changes during Autumn and the temperatures start to get colder. I can describe suitable items of clothing for Autumn. I know that the weather gets very cold in winter. I know that it can be icy in winter and that ice is frozen water.	I can name some different materials of everyday objects- wood, metal, fabric, plastic I can sort objects depending on what they are made of. I can describe different materials using the following vocabulary - Rough/ smooth - Hard/ soft - Shiny dull	I can name the 4 seasons I can identify and describe different types of winter weather – frost, Snow, hail and blizzards. I know that the weather changes during Autumn and the temperatures start to get colder. I can describe suitable items of clothing for Autumn. I know that the weather gets very cold in winter. I know that it can be icy in winter and that ice is frozen water.	I can name some animals that hibernate in winter and say why: hedgehogs, ladybirds, bats, frogs, dormouse, bees I can name 3 different Autumnal animals including a squirrel, hedgehog and fox. I can name 5 creatures that live in the sea – octopus, jellyfish, lobster, fish, seal I can name the main features of: fish – scales, gills, fins, I can name 5 creatures that live in a rockpool – crab, hermit crab, starfish, shellfish, sea anemone, I can name the main features of a crab: shell, eyes, antennae, legs, claws I can name 3 seabirds – seagull, heron, puffin	This is the first time the children will have been taught this unit.	I can name the 4 seasons I can identify and describe different types of winter weather – frost, Snow, hail and blizzards. I know that the weather changes during Autumn and the temperatures start to get colder. I can describe suitable items of clothing for Autumn. I know that the weather gets very cold in winter. I know that it can be icy in winter and that ice is frozen water.	I can describe what happens to trees in winter - Some trees become bare and have no leaves and flowers do not grow. I know that leaves fall off the trees during Autumn. I can describe the different leaves during Autumn – colour, texture I can name some of the items I would find in Autumn including a conker, fir cone and acorns. I can name 3 garden plants – Rose, tulip, daffodil I can name 3 wild plants and find them in my environment – Dandelion, buttercup, daisy I can name the main parts of a flower – roots, stem, flower and petals. I can name 3 trees that are growing in the school	This is the first time the children will have been taught this unit.	I can name the 4 seasons I can identify and describe different types of winter weather – frost, Snow, hail and blizzards. I know that the weather changes during Autumn and the temperatures start to get colder. I can describe suitable items of clothing for Autumn. I know that the weather gets very cold in winter. I know that it can be icy in winter and that ice is frozen water.

	- Nose – smelling Growing and changing – I can talk about and order photos from baby to elderly and talk about What has changed and what is the same? - Baby, toddler, child, teenager, grown up, elderly Looking at differences between people – I can compare handspan/feet sizes in the class (lots of opportunities for measuring).				I can name the main features of a bird – wings, feathers, beak, two legs			grounds – chestnut, oak willow I can name the main parts of a tree – roots, trunk, bark, branches, I know that a seed and a bulb grow into a plant, flower or tree.		
EYFS Development matters	To talk about what they can see using a wide vocabulary. To begin to understand the need to respect and care for the natural environment and all living things. To continue to develop positive attitudes about the differences between people	To explore the natural world around them. To describe what they see, hear and feel when outside.	To use all senses in hands on exploration of natural materials. To explore collections of materials with similar and/ or different properties. To describe what they see, hear and feel when outside.	To explore the natural world around them. To describe what they see, hear and feel when outside. To recognise that some environments that are different o the one in which they live- for example different country of part of this country.	To explore the natural world around them. To describe what they see, hear and feel when outside.	To explore collections of materials with similar and/ or different properties.	To explore the natural world around them. To describe what they see, hear and feel when outside. To understand the effect of changing seasons on the natural world around them.	To explore the natural world around them. To describe what they see, hear and feel when outside. To understand the effect of changing seasons on the natural world around them. To recognise that some environments that are different o the one in which they live- for example the woods/ forest	To recognise that some environments that are different o the one in which they live- for example where is the best place to grow food/ where does some of our food come from.	To explore the natural world around them. To describe what they see, hear and feel when outside. To understand the effect of changing seasons on the natural world around them.

Year 1 NC										
Key concepts	I can identify, name, draw and label the basic parts of the human body - Arm: hand, fingers, wrist, elbow, shoulder - Leg: foot, toes, ankle, shin, knee, thigh, hip - Face: forehead, eyes, ears, cheeks, nose, neck, mouth, teeth, tongue - Body: back, stomach, chest, I can say which part of the body is associated with each sense – - Touch – skin - Taste – tongue - Hear – ears - Smell – nose	I can name the Autumn season and say which months are associated with Autumn. I can describe the weather talk about the length of the day in Autumn.	I can identify and name a variety of everyday materials including, wood, plastic, glass, metal, water, rock. I can distinguish between an object and the material from which it is made e.g. - Leather: shoes, jackets, bags, trousers - Wool: jumpers, hats, socks, pyjamas, coats - Cotton: clothes, sheets, shirts - Glass: windows, mirrors - Metal: planes, cars, trains, construction - Wood: door, furniture, - Plastic: buckets, sand moulds, pots I can describe the simple physical properties of a variety of everyday materials e.g. - Hard, soft - Stretchy, stiff - Shiny, dull - Rough, smooth - Bendy, not bendy	I can name the Winter season and say which months are associated with Winter. I can describe the weather talk about the length of the day in Winter.	I can identify and name a variety of common animals including - fish: goldfish, tuna, shark, eel -amphibians: frog, toad, newt, salamander - reptiles: snake, tortoise, lizard, alligator - birds: penguin, chicken, flamingo, robin -mammals: human, mouse, dog, elephant, whale, dolphin I can identify and name a variety of common animals that are: -carnivores: wolf, snake, lion, crocodile, tiger, penguin -herbivores: cow, sheep, rabbit, horse, deer, gorilla -omnivores: pig hedgehog fox bear sloth mouse I can describe and compare the structure of a variety of common animals including: - Fish- have scales, fins and gills, lay eggs, and live in water their whole lives.	I can explain why it is important to care for our planet? I can explain how we can look after our planet.	I can name the Spring season and say which months are associated with Spring. I can describe the weather talk about the length of the day in Spring.	I can... Identify and name a variety of common wild and garden plants, • daisy/dandelion/bluebell • Rose/3affodi I know the names of a variety of common trees: - Oak, Chesnut, birch, maple, pine I know the difference between deciduous and evergreen trees and can name some: • conifer/holly/laurel • oak/ willow/ maple I can Identify and describe the basic structure flowering plants, - (including, flowers petals, bulb, seed, stem).	I can identify where my food comes from. I can identify and explain what I have planted and grown this year.	I can name the Summer season and say which months are associated with Spring. I can describe the weather talk about the length of the day in Summer.

	- Sight – eyes		- Waterproof, not waterproof - Absorbent, not absorbent - Opaque, transparent I can compare and group together a variety of everyday materials on the basis of their simple physical properties e.g. - Hard, soft - Stretchy, stiff - Shiny, dull - Rough, smooth - Bendy, not bendy - Waterproof, not waterproof - Absorbent, not absorbent - Opaque, transparent I can work scientifically by performing simple tests to explore questions: - What is the best material for • an umbrella? • A lining for a dog basket • For curtains? • For a bookshelf? • For a gymnasts leotard?		- Amphibians- start life in water. They have limbs, not fins, can move around on land, but need to stay near water where they lay their eggs. - Reptiles- have limbs. They lay eggs on land and have scaly skin. - Birds- have two wings and two legs. They lay eggs. Some, but not all birds can fly. - Mammals-give birth to live young. They have hair or fur. They produce milk for their offspring.			I can Identify and describe the basic structure of trees. - blossom, leaves - roots trunk - branches fruit buds		
Vocabulary	Head, neck, arms, elbow, legs, knees, face, ears, eyes, hair, mouth, teeth, smell, taste, touch, hear, see.	Season, spring, summer, autumn, winter, cold, hot, wet, dry, windy, snowy, rainy, warm	materials, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, waterproof, not	Season, spring, summer, autumn, winter, cold, hot, wet, dry, windy, snowy, rainy, warm	Mammal- cat/dog/human Fish- shark. Amphibian- frog Reptile- snake/lizard	Earth Planet Animal Harmful Helpful	Season, spring, summer, autumn, winter, cold, hot, wet, dry, windy, snowy, rainy, warm	Leaves/ flower/ blossom/petals/ fruit/roots/bulb/seed/trunk /branches/stem	Crops Fruit Vegetables Seed Farmer	Season, spring, summer, autumn, winter, cold, hot, wet, dry, windy, snowy, rainy, warm

			waterproof, absorbent, non-absorbent, opaque, transparent		Bird- robin/ owl Omnivore/ herbivore See above for specific vocabulary					
Continuous provision suggested activities	Draw around each other and name body parts. Senses walk- what can you hear/see/feel/smell- record for indoor and outdoor environment Play Simon Says in O/S area  	Autumn leaf walk Leaf rubbing Leaf printing- paint and dough  Writing in Autumn colours- Orange/ yellow/ brown	Tuff Spot to explore materials in – change each day so that children can explore and develop vocabulary Builders yard Role Play inside and outside  Offer different construction resources for tuff spot to explore each week.	Ice exploration- Goggles Ice Cube writing on black surface.  Icy letter writing Signs of winter investigation in Outside area  Writing materials in cold colours- blue /white	Hibernating hedgehog- Make hibernating box for outside area Hedgehog Spikes in dough   Shallow water tray- explore bubbles. Add fish to develop language and vocabulary. 	PSHE Link Sorting materials to be recycled- plastic/ paper into different containers 	Spring walk- Adding buds to a tree  Record signs of spring in the o/s area  Cotton bud painting Writing in spring colours- yellow/ orange/ green	O/S tree rubbings. Can children collect leaves and add to Tuff Spot to create labels for.  Planting in the outside area and maintaining the flowers. 	Develop growth in the O/S area  Develop senses through herbs that can be made into potions 	Ice Cream Van/ Beach shop role play inside outside.  Sand Castle building investigation- what sand makes the best castle.  Construction castles  Writing in summer colours- red
Link book	Year 1- Humans Funny bones	Year 1- Seasonal Changes Knowledge Mat The Rabbit Problem We are going on an Autumn Walk- EYFS	YEAR 1- Materials Knowledge Mat Materials Three Little Pigs- EYFS	Year 1- Seasonal Changes Knowledge Mat The Rabbit Problem	YEAR 1- Animals knowledge mat Bog Baby Owl Babies		Year 1- Seasonal Changes Knowledge Mat The Rabbit Problem	YEAR 1- Plants Knowledge Mat Jack and the Beanstalk	Let's grow a pizza	Year 1- Seasonal Changes Knowledge Mat The Rabbit Problem

