

Autumn 1 Now and then	Autumn 2 Hop on, hop off, London	Spring 1 Spots, Stripes and Scales	Spring 2 Roots, shoots and muddy boots	Summer 1 To the rescue	Summer 2 Carnival!
<p>Everyday materials</p> <p>The children will:</p> <ul style="list-style-type: none"> • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Animals, including humans</p> <p>The children will:</p> <ul style="list-style-type: none"> • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Miller Hutchinson - search document for information (Engineer who invented the first electric hearing aid)</p>	<p>Everyday materials</p> <p>The children will:</p> <ul style="list-style-type: none"> • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Chester Greenwood (Inventor of earmuffs)</p>	<p>Animals, including humans</p> <p>The children will:</p> <ul style="list-style-type: none"> • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) <p>Tanesha Allen (Zoologist who studies badgers)</p>	<p>Plants</p> <p>The children will:</p> <ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees. <p>- Looking at plants in spring</p> <p>Maria Sibylla Merian (German artist, scientific illustrator, and naturalist)</p> <p>Science week: producing a poster / presentation about:</p> <p>Blackfoot: Evelyn Cheesman</p> <p>Nanticoke: James Washington Carver</p>	<p>Everyday materials</p> <p>The children will:</p> <ul style="list-style-type: none"> • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Becky Schroeder - (Inventor of Glo-sheets which she patented as a 12-year-old)</p>	<p>Seasonal changes</p> <p>The children will:</p> <ul style="list-style-type: none"> • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies <p>Jim Cantore (Meteorologist and storm tracker)</p>

Plants

The children will:

- Observing the growth of plants, flowers, and trees in the local area throughout the seasons.

Seasonal changes

The children will:

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

Pupils will be taught to use the following skills when carrying out investigations:

Asking simple questions and recognising that they can be answered in different ways

- Ask questions about how and why things change
- Ask questions about how and why things are similar or different
- Ask questions about how things are and the way they work
- Ask questions to find out what people do and how things work
- Ask questions about why and how things are linked

Observe closely, using simple equipment and measurement

- With help identify changes to observe and measure and suggest how to do it Identify simple changes and talk about them
- Make comparisons between simple features of objects, materials or living things

Performing simple tests

- With help notice links between cause and effect
- With help identify simple variables to change and measure
- Identify similarities and differences and talk about them

Identify and classifying

- Decide what to observe to identify or sort things
- Sort objects by observable and behavioural features

Gathering, recording and communicating data and findings to help in answering questions.

- With help make suggestions about how to find things out
- Use simple books and electronic media to find things out
- Begin to use scientific language to talk about what you have found out
- Record my sorting in sorting circles or tables
- Record in words and pictures what you find out
- Record observations in words or pictures or simple tables

Use scientific language and read and spell age-appropriate scientific vocabulary

- Begin to use scientific language to talk about how things are similar or different
- Use vocabulary related to the topic

Begin to notice patterns and relationships.

- With help decide what patterns to observe and measure and suggest how to do it.
- Identify simple patterns and talk about them
- Make links between two sets of observations