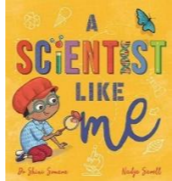
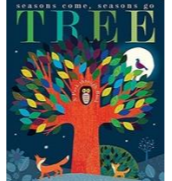
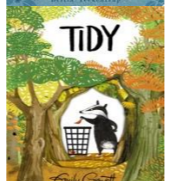


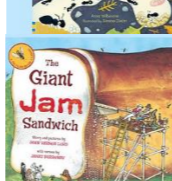



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| <p>Links to KS1 Science</p> | <p>Name basic body parts (Physical) Know and talk about the different factors that supports their overall health and wellbeing</p> <p>Know the names of some baby animals</p> <p>Talk about seasonal change and change in the weather</p> <p>Explore different materials, developing ideas about how to use them</p> <p>Use language leaf, stem, flower, roots when talking about plants</p> <p>Identify some familiar plants growing in our outdoor area</p> <p>Identify and name animals that they and their peers are interested in</p> <p>Begin to identify some animal groups: fish, insect, mammal</p> | <p>Term 1 My family-discuss body and face names. Who do they look like? Frozen ice experiment-Mr Freeze Harvest time Autumn tree Autumn treasure display</p> <p>Term 2 What is it like in the North Pole? Winter tree</p> <p>Term 3 I pads and research bears around the world Tree rubbings Local area walk Local wildlife Dentist visit</p> <p>Term 4 Growing seeds Gingerbread men in different solutions Floating sinking experiment Spring tree Spring flowers around our school Science week</p> <p>Term 5 Life cycle of butterfly Name plants and flowers in fairy garden Investigate worms Gardening in outdoor area Insect names in Spanish</p> <p>Term 6 Observe and make rainbows Dead sea-discuss salty water Healthy eating week World Environment Day Harvest crops Visit to farm</p> <p>Ongoing Body books in reading area Action rhymes and games</p> <p>Prepare snack, help choose healthy food for snack, Talk about how to be healthy in our everyday routines</p> <p>Opportunities to observe and find plants- walks in the village, growing plants in our outdoor area, planting</p> <p>Children help to choose plants to grow, label them, harvest produce.</p> <p>Pick strawberries and raspberries from outdoor areas. Use herbs growing in mud kitchen</p> <p>Talk about plants/herbs we use in the mud kitchen Encourage children to share their knowledge of animals with each other. Range of small world animals and books in the classroom. Introduce new animals as appropriate.</p> <p>Small world animals, stories</p> <p>Search for rainbows when it rains/sunny. Reduce, recycle, reuse song.</p> |           | <p><u>Working scientifically</u></p> <p>look closely, observe, watch, touch, feel, smell, listen, same, different, compare, ask questions, record, sort, group</p> <p><u>Plants</u></p> <p>plant, leaf, stem, branch, root, bark, flower, petal, seed, berry, fruit, vegetable, bulb, plant, hole, dig, water, weed, grow, shoot, die, dead, soil, names of plants they grow, tree, bush, herb, names of plants they see</p> <p><u>Living things and their habitats</u></p> <p>plant, leaf, stem, branch, root, bark, flower, petal, seed, berry, fruit, vegetable, bulb, plant, hole, dig, water, weed, grow, shoot, die, dead, soil</p> <p>plant, tree, bush, flower, vegetable, herb, weed, animal, names of plants and animals they see, name of a contrasting environment (e.g. beach, forest)</p> <p><u>Animals, including humans</u></p> <p>egg, chick, bird, caterpillar, cocoon, chrysalis, butterfly, frog spawn, tadpole, froglet, frog, grow, change, die, names of animals and their young, fur, feathers, scales, tail, wings, beak, claws, paws, hooves, swim, walk, run, jump, fly, patterns, spots, stripes, grow, change, baby, toddler, child, adult, old person, smell, taste, touch, feel, hear, see, blind, deaf</p> <p>names of animals, live, on land, in water, jungle, desert, North Pole, South Pole, sea, hot, cold, wet, dry, snow, ice, hair (e.g. black, brown, dark, light, blonde, ginger, grey, white, long, short, straight, curly), eyes (e.g. blue, brown, green, grey), skin (e.g. black, brown, white), big/tall, small/short, bigger/smaller, baby, toddler, child, adult, old person, old, young, brother, sister, mother, father, aunt, uncle, grandmother, grandfather, cousin, friend, family, boy, girl, man, woman</p> <p><u>Seasonal changes</u></p> <p>spring, summer, autumn, winter, seasons, sunny, cloudy, hot, warm, cold, shower, raining, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbow, animals, young, plants, flowers</p> | <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> I know the difference between animals and plants. I know that plants die if they don't have enough water I can identify a leaf, stem, flower, roots on a plant I know that raspberries grow on bushes, apples grow on trees and carrots and potatoes grow under the ground. I know the names of the four seasons. I know it is cold in winter and hotter in summer. I know leaves turn red in autumn. I know blossom grows in spring I know there are leaves on trees in summer I know some trees are bare in winter. I can name badger, squirrel, hedgehog and fox from our country and polar bear from Antarctica, elephants from India and Africa and wolves from China. I know that owls, hedgehogs and foxes sleep during the day. I know bears and hedgehogs hibernate during winter I know that a tadpole becomes a frog and a caterpillar becomes a butterfly. I can identify a woodlouse, centipede, worm, ladybird, caterpillar and butterfly. I know apples, tomatoes and broccoli are healthy and crisps, chocolate and pastries are unhealthy I know we brush our teeth to get rid of plaque I know how to use the toilet. I know how to get myself dressed. I can identify my head, shoulders, knees and toes as well as eyes, ears, mouth and nose I can discuss the people in my family are: parents, siblings, grandparents and pets. I know that plastic bottles and yoghurt pots float and coins, marbles and bricks sink. I know that woolly hats keep us warm in cold weather and I know that my actions affect the world. I know that ice melts when it gets hot. I know that water turns into ice when it gets cold and freezes. | <p>To know a variety of common plants, and how they differ. To know that deciduous trees lose their leaves seasonally, but evergreen trees do not. To know the basic structure (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem) of a variety of common plants, including flowering plants and trees. To know that seeds and bulbs grow into seedlings by producing roots and shoots. To know that seedlings grow into mature plants by developing parts, that may include stems/trunks, leaves, flowers and fruits. To know that seeds need water to germinate. To know that plants need water, light and a suitable temperature for growth and health.</p> <p>To know the difference between things that are living, dead, and things that have never been alive, using some of the life processes. To name a variety of habitats, including woodland, ocean, rainforest and seashore. To know that a habitat is the environment where an animal or plant lives/ grows, because it provides what they need to survive. To know that a micro-habitat is a very small habitat (e.g. stones, logs and leaf litter). To know that living things depend upon each other (e.g. for food, shelter.) To understand that a food chain can be used to show how animals obtain food from eating either plants and/or other animals. To understand how living things change, and that animals have offspring that grow into adults. To know which offspring comes from which parent animal. To know the stages in some animal life cycles. To know the main body parts of common animals (arms, legs, wings, tails, fins, head, trunk, horns/tusks, shell) To know that a herbivore is an animal that eats only plants and to give some examples. To know that an omnivore is an animal that eats both animals and plants, and to give some examples. To know that animals, including humans, need water, food and air to survive.</p> <p>To understand the importance of exercise, a balanced diet and hygiene for humans. To begin to understand some of the life processes, including movement, reproduction, sensitivity, growth, excretion and nutrition. To know key parts of the human body (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth). To know the five main senses: sight, smell, hearing, taste and touch. To know that eyes are used for sight, the nose is used for smell, ears are used for hearing, the tongue and mouth are used for taste and the skin is used for touch. To know that a carnivore is an animal that eats other animals and to give some examples.</p> <p>To know that objects are items or things. To know that a material is what an object is made from. To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. To know why objects are made from particular materials and to give examples of their suitability. To know that one material can be used for a range of purposes (and to give examples.) To know that different materials can be used for the same purpose (and to give examples.) To know why certain materials are unsuitable for particular objects.</p> <p>To know that a force must be applied to change the shape of a solid object. To know that solid objects can be squashed, bent, twisted or stretched. To know that different solid objects may take a different amount of force to change shape.</p> |
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| | | <p>A range of materials are available for various uses craft, building, den making, costumes Nursery rhymes and songs</p> | | <p><u>Materials</u></p> <p>ice, water, frozen, icicle, snow, melt, wet, cold, slippery, smooth, big, bigger, biggest, smaller, smallest, smallest, hard, soft, bendy, rigid, wood, plastic, paper, card, metal, strong, weak, hot, apply heat, waterproof, soggy, not waterproof, best, change, change back</p> <p><u>Light</u></p> <p>Sun, sunny, light, shadow, shady, clouds, torch, see-through, not see-through, source, light source</p> <p><u>Forces</u></p> <p>float, sink, up, down, top, bottom, surface, move, roll, drop, fly, turn, spin, fall, fast, slow, faster, slower, fastest, slowest, further, furthest, wind, air, water, blow, bounce</p> <p>sound</p> <p>sound, noise, listen, hear, music, voices, bird song, traffic, sirens, thunder, high, low, loud, quiet, soft, volume, crackle, thunder, hum, buzz, roa</p> | <ul style="list-style-type: none"> I know that a plant needs light, soil and water to grow. | |
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