



	Autumn Term London		Spring Term Superheroes		Summer Term Enchanted Forest	
Area of Science	Y1: Seasonal Changes	Y1 and Y2: Plants	Y1 and Y2: Animals, including Humans		Y1 and Y2: Plants	Y2: Living things and their Habitats
Knowledge	<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 	<ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen tree Identify and describe the basic structure of a variety of common flowering plants, including trees Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy 	<ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Notice that animals, including humans, have offspring which grow into adults Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) 	<ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen tree Identify and describe the basic structure of a variety of common flowering plants, including trees Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy 	<ul style="list-style-type: none"> Explore and compare differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including micro-habitats Describe how animals obtain their food from plants and other animals, using a simple food chain, and identify and name different sources of food.
Key Vocabulary	rain, snow, storm, thunder, lightning, warm, cold, forecast, summer, autumn, winter, spring, seasons, wind, strength, direction, sun, light source, shadow, day, night, light, dark	plant, leaf, root, stem, grow, weed, living, water, healthy, similar, different, warmth, light, dry, wet, moist, growth, germination, seed, seed coat, bean, water, nutrients	compare, describe, similar, different, patterns, measure, record, predict, gather, cm, mm, ears, senses, hearing, tough, sight, smell, taste, hear, fruit/vegetables, carbohydrates, dairy, fat, sugar, protein	patterns, behaviour, habitat, living things, damp, shady, dry, observations, prediction, happy, healthy, explore, investigate, observe, birds, fish, amphibians, reptiles, mammals, invertebrates, group, similarities, differences	plant, leaf, grow, weed, change, living, water, healthy, similar, different, useful, seed, bean, water, warmth, nutrients, leaves, stem, roots, deciduous, evergreen, flower, trunk, bark	growth, germination, planting, edible, mini-beasts, habitats, harvest, grow, allotment, produce, soil, wash, cook, food chain, predator, habitats, dependence, dead, alive, savannah, rainforest, tundra, micro-habitat, features, ocean, water, energy
Cross-curricular Links	Geography – weather forecasts un UK countries and capital cities	Geography – land use in London and local area – farming, agriculture and how things grow	History – Senses and Florence Nightingale – conditions in hospitals and how she changed them DT – Where food comes from and balanced diets	Geography – woodlice and mini-best habits – mapping the local environment, aerial photos, fieldwork and observational skills to study the surroundings.	Maths – Time – recording and observing changes within specific intervals of time Geography – physical processes: forest/river/soil/vegetation/weather - Observational skills to study the school grounds	
Working Scientifically Skills	 <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests 		<ul style="list-style-type: none"> Identifying and classifying Using observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions 		Scientific Enquiry Methods  <ul style="list-style-type: none"> Observe changes over time Notice patterns and pattern seeking Group and classify 	<ul style="list-style-type: none"> Fair and comparative testing Researching/secondary sources