

|              | AUTUMN TERM  | SPRING TERM   | SUMMER TERM   |
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| EYC          |  | EYC   |   |
| New learning | <p><b>Age 2-3</b> I know how to play with small world models such as a farm, a garage, or a train track.</p> <p><b>Age 3-4</b> I am beginning to notice changes in my environment. I know how to comment on what is happening to the weather and why e.g I am wearing a scarf because it's chilly.</p>   | <p><b>2-3</b> I know how to name common nouns – farm animals, jungle animals, sea creatures.</p> <p><b>3-4</b> I know that seasons change and talk about the season/ weather, senses in hands on exploration of natural materials, name some different materials/ wood/ plastic/ metal/ paper. Explore a collection of materials with similar or different properties. I show an interest when planting seeds and I am starting to talk about some features of the life cycle of some plants and animals.</p> | <p><b>2-3</b> I am curious and interested to explore new and familiar experiences in nature: grass, mud, puddles and plants</p> <p><b>3-4</b> I know how to care for growing plants, know the key features of the life cycle of a plant and an animal, know the differences between materials and changes I notice.</p> |
| Connections  | Autumn season Topic  | Winter season Topic<br>Visit the school pond<br>British Science Week  | Space theme (Within Travel Topic)<br>Summer Season Topic<br>MC 48 Fly a Kite<br>World Ocean Day   |
| Foundation   |  | Foundation  |   |
| Revisit      | <p><b>Links to prior learning:</b></p> <ul style="list-style-type: none"> <li>Noticing changes in my environment.</li> <li>Making comments on the weather.</li> <li>Understanding the different seasons.</li> <li>Exploration of natural objects.</li> <li>Materials and prosperities.</li> <li>Interest in plants and beginning to talk about life cycles.</li> </ul> |   |   |

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| <b>New learning</b> | Explore the natural world around them.<br>Understand the terms 'same' and 'different'.  | Knowing things are made from different materials.<br>Understand the effect of changing seasons in the natural world.<br>Describe what they see, hear and feel whilst outside.<br>Explore the natural world.   | Explore the natural world around them, making observations and drawing pictures of animals and plants.<br>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.<br>Understand some important processes and changes in the natural world, including seasons and changing state. |
| <b>Connections</b>  | Planting bulbs<br>Exploring the natural world and senses<br>The Big Freeze – melting experiment<br>Magic dancing milk experiment<br>World Science Day<br>PSHE – special people/introduction to growth   | Comparing animals/climates<br>Observe the changes taken place from the bulbs that were planted.<br>Bug hunts/Scavenger hunts/field work/pond work<br>Science week – make a wormery, bird feeders, gardening<br>Weekly Science question/experiments<br>Seasons | Artifacts from the beach – fossils/shells/natural objects<br>Introduction to animals and habitats<br>PSHE- life stages/life cycles<br>Plants<br>Weekly Science question/experiments<br>Seasons  |
| <b>1</b>            |   | <b>Year 1</b>   |   |
| <b>Revisit</b>      | <p align="center"><b>Links to prior learning:</b></p> <p align="center">Explore the natural world around them.</p> <p align="center">Describe what they see, hear and feel whilst outside - making observations and drawing pictures of animals and plants</p> <p align="center">Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p align="center">Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> |   |   |
| <b>New Learning</b> | Animals, including humans   | Seasonal Changes<br>Everyday materials  | Plants  |

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| <b>Connections</b>  | DT – Salads<br>Guided Reading – Animals’ Diets                                  | DT – Fabric Faces<br>English – Season specific poems  | English – Oliver’s Vegetables, Anywhere Farm –<br>Growing related texts                     |
| <b>2</b>            | <b>Year 2</b>   |   |   |
| <b>Revisit</b>      | <b>Links to prior learning:</b><br>Y1 – animals including humans                | <b>Links to prior learning:</b><br>Y1 – every day materials   | <b>Links to prior learning:</b><br>Y1 – plants  |
| <b>New Learning</b> | Animals including humans  | Materials   | Plants<br>Living things and their habitats  |
| <b>Connections</b>  | <b>Cross-curricular connections:</b><br>DT – Lunchbox<br>PSHE – Keeping healthy | <b>Cross-curricular connections:</b><br>DT – Moving vehicles<br>DT- Bunting   | <b>Cross-curricular connections:</b><br>English/Guided reading – Jack and the<br>Beanstalk. |
| <b>3</b>            | <b>Year 3</b>   |   |   |
| <b>Revisit</b>      | <b>Links to prior learning:</b><br>Y2 – animals including humans                | <b>Links to prior learning:</b><br>Y2 – materials   | <b>Links to prior learning:</b><br>Y2 – plants  |
| <b>New Learning</b> | Animals, including humans   | Rocks (spring A)<br>Forces and Magnets  | Plants<br>Light   |
| <b>Connections</b>  | <b>Cross curricular connections:</b>  | <b>Cross-curricular connections:</b><br>English – Non chronological reports<br>Instruction writing<br>Maths – data handling | <b>Cross-curricular connections:</b>  |
| <b>4</b>            | <b>Year 4</b>   |   |   |
| <b>Revisit</b>      | <b>Links to prior learning:</b><br>Y3 – forces and magnets                      | <b>Links to prior learning:</b><br>Y3 – animals including humans<br>Y2 – materials  | <b>Links to prior learning:</b><br>Y2 – living things and their habitats                    |

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| <b>New Learning</b> | Electricity<br>Sound  | Animals, including humans<br>States of matter  | Living things and their habitats  |
| <b>Connections</b>  | <b>Cross-curricular connections:</b><br><br>DT- making torches<br>MC48- star gazing | <b>Cross-curricular connections:</b><br>PSHE – Growing and Changing<br>Geography- The water cycle<br>MC48- dish from another country (healthy eating)      | <b>Cross-curricular connections:</b><br>Eco project- plastic in our oceans<br>Farm trip- animals' habitats<br>English- The Lost words poetry                                    |
| <b>5</b>            |   | <b>Year 5</b>  |   |
| <b>Revisit</b>      | <b>Links to prior learning:</b><br>Y4 – states of matter<br>Y3 – forces and magnets | <b>Links to prior learning:</b><br>Y4 – states of mater<br>Y5 – Autumn term - Forces   | <b>Links to prior learning:</b><br>Y4 – living things and their habitats<br>Y4 – animals including humans   |
| <b>New Learning</b> | Properties of materials<br>Forces   | Space  | Animals, including humans<br>Living things and their habitats   |
| <b>Connections</b>  | <b>Cross-curricular connections:</b><br>DT – Making T Shirt cushions                | <b>Cross-curricular connections:</b><br>English – science fiction unit<br>Geography (Autumn Y5) - longitude and latitude, hemispheres, Greenwich Mean Time | <b>Cross-curricular connections:</b><br>PSHE – Growing and Changing<br>Geography - Settlements<br>Residential (Spring Term) - animal care<br>DT – Pasta dishes (healthy eating) |
| <b>6</b>            |   | <b>Year 6</b>  |   |
| <b>Revisit</b>      | <b>Links to prior learning:</b><br>Y3 – light<br>Y4 – electricity                   | <b>Links to prior learning:</b><br>Y5 – animals including humans   | <b>Links to prior learning:</b><br>Y5 – living things and their habitats  |
| <b>New Learning</b> | Electricity<br>Light  | Animals, including humans  | Evolution   |

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|                    |  |   | Living things and their habitats   |
| <b>Connections</b> | <b>Cross-curricular connections:</b><br>DT-alarm systems | <b>Cross-curricular connections:</b><br>DT-making burgers<br>PSHE-keeping healthy | <b>Cross-curricular connections:</b><br>Geography-climate zones and biomes |