

Below outlines the learning focus for each term

Term	Learning Focus		Conceptual Development
	Knowledge	Skills	
Autumn 1	<p>Our senses To identify, name, draw and label the basic parts of the human body</p> <p>To learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes</p> <p>To be able to identify which part of the body is associated with each sense.</p>	<p>To use their senses to compare different textures, sounds and smells.</p>	<p>Build upon To begin to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhyme- EYFS</p> <p>Prepare for : <i>To identify that humans and some animals have skeletons and muscles for support, protection and movement – Year 3</i></p>
Autumn 2	<p>Everyday materials Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil.</p>	<p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Perform simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?'</p>	<p>Build upon: Begin to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock- through play - EYFS</p> <p>Prepare for: <i>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</i></p> <p><i>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching Year 2</i></p>
Spring 1	<p>Seasonal changes To observe changes across the four seasons</p> <p>To observe and describe weather associated with the seasons and how day length varies.</p> <p>To observe and talk about changes in the weather and the seasons.</p> <p><i>Pupils should be warned that it is not safe to look directly at the</i></p>	<p>Make tables and charts about the weather</p> <p>Make displays of what happens in the world around them, including day length, as the seasons change</p>	<p>Build upon: Begin to learn days of the week, months of the year, discussion on weather and seasons - EYFS</p> <p>Prepare for: <i>To describe the movement of the Earth, and other planets, relative to the Sun in the solar system</i></p> <p><i>To describe the Sun, Earth and Moon as approximately</i></p>

	<i>Sun, even when wearing dark glasses</i>		<i>spherical bodies</i> <i>To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. Year 5</i>
Spring 2	<p>To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>To identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>To understand how to take care of animals taken from their local environment and the need to return them safely after study.</p>	<p>To use their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them</p> <p>To grouping animals according to what they eat</p>	<p>Build upon: Become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets - EYFS</p> <p>Prepare for: <i>Notice that animals, including humans, have offspring which grow into adults.</i></p> <p><i>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air – Year 2</i></p>
Summer	<p>Plants To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>To identify and describe the basic structure of a variety of common flowering plants, including trees. To use the local environment throughout the year to explore and answer questions about plants growing in their habitat.</p> <p>To become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).</p>	<p>To make observations using a magnifying glass</p> <p>Compare and Contrast familiar plants; describing how they were able to identify and group</p> <p>drawing diagrams showing the parts of different plants including trees. To keep records of how plants have changed over time</p>	<p>Build upon: Experience in growing a bean plant and learning about what is required for a plant to grow. To learn about the different parts of a sunflower and grow their own sunflower.</p> <p>Prepare for: To observe and describe how seeds and bulbs grow into mature plants.</p> <p>To observe plants over time.</p> <p>To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Year 2</p>