SCIENCE	<u>Willow pathway</u>							
Curriculum cycle – Year 1 (2024- 2025)	K							
	Creative c	urriculum (Topic)						
Our Willow pathway work on a topic based curriculum. Individual subject key learning is shown below however, this is taught in a creative cross-curricular way.								

Schemes of work - <u>https://greenlanesch-</u>

my.sharepoint.com/:f:/g/personal/greenlane_greenlaneschool_co_uk/Ejvfv5qhaRpAgUP1qVQ5LgEBDKuGduh0KRd3VN_zwcMI_g?e=5vyBxg

	Autu	ımn	Sp	oring	Sun	nmer
	Traditional Tales	Colours	Bears	The Farm	At the Zoo	People Who
Caterpillar						Help Us
	The weather	Colours	Hot and Cold	Planting Vegetables	Animals and their Babies	Materials
Key Learning	Play and explore outside in all seasons and in different weather	Explore light sources • Shine light on or through different	Combine and mix ingredients • Change materials by heating and cooling,	Grow plants	Learn about the life cycles of animals	Explore a range of materials • Shape and join
	• Observe living things	materials	including cooking		 Compare adult animals to their 	materials
	throughout the year	Explore rainbows			babies	
		Observe light coming			• Observe how	
		in through windows			baby animals	
Kov	Simple weather terms - sun	light, torch, bulb, lamp.	ice, water, frozen, icicle.	plant, leaf, stem, branch, root.	egg, chick, bird.	mix, stir, cook, hot.
rey	rain, cloudy, snow, wind etc	spotlight, shiny, bright,	snow, melt, wet, cold,	bark, flower, petal, seed,	caterpillar, cocoon,	oven, microwave, change,
Vocabulary	Hot, cold	·····	slippery, smooth,	berry, fruit, vegetable, bulb,	chrysalis, butterfly,	burn, melt, hard, runny,

		brighter, t shine, <u>c</u>	prightest, Sun, glow, mirror		plant, hole, dig, water, weed, grow, shoot, die, dead, soil, names of plants they grow	frog frogl chang anir young scal beal hooves jump spots change child, c smel feel, l	spawn, tadpole, et, frog, grow, e, die, names of nals and their of, fur, feathers, es, tail, wings, <, claws, paws, , swim, walk, run, , fly, patterns, e, baby, toddler, adult, old person, l, taste, touch, hear, see, blind, deaf	set, freeze, freezer, cold, blended, hard, soft, bendy, stiff, wobbly, wood, plastic, paper, card, fabric
Working scientifically	. Asking questions While playing and exploring, th demonstrate their curio	- ne children sity.	Ga Use all the exploratio (Under: Explor Use one-hand	thering data - eir senses in hands-on n of natural materials. standing the world) re how things work ded tools and equipment.	Recording data – With support, they use sorting rin boxes Create closed shapes with contin lines, and begin to use these shap represent objects	igs and nuous bes to	Drawin Make compa relating to s capacit Compare quant than', 'fewe	ng conclusions – risons between objects size, length, weight and ty. (Mathematics) ities using language: 'more r than'. (Mathematics)
Trips and Visits								

	Aut	umn	Spi	ring	Summer		
Bumblebee	Where do I live? Houses and Homes	Arctic Adventures	Travel and Transport	Superheroes	Our Amazing World	Castles	
	Pets and Gardens	Arctic Animals and habitats	Materials and their Purposes	Magnets	<mark>Planet Earth</mark>	What are castles made of? (rocks and bricks)	

Kev Learnina	Explore the	Learn abo	ut the life	Explore a range of	Feel forces	Look at p	oictures	• Explore natural
	surrounding natural	cycles o	f animals	materials		of Eart	h, the	objects from the
	environment	• Compo	re adult		 Explore how things 	moon, sta	ars and	surrounding
		animals	to their	 Combine and mix 	work	Sui	n	environment
	• Explore natural	bat	pies	ingredients				
	objects from the	• Observe	how baby	_	• Explore how	Explore	space	Shape and join
	surrounding	animals change over		 Change materials by 	objects/materials are	trav	vel	materials
	environment	time		heating and cooling,	affected by forces			
				including cooking				Sort and group
	Listen to sounds							rocks
	 Make sounds 							Investigate shapes
								of rocks
Key	natural, plant, animal,	plant, tree,	bush, flower,	ice, water, frozen, icicle,	object, float, sink, water, up,	Sun, Moon, E	arth, star,	natural, shells, pebbles,
Vocabulary	acorns twias bark shells	vegetable, herb, weed,		snow, meit, wet, cold, slipper	y, down, top, bottom, push, pull, magnet spring squash bend	space round	day, night, d bounce	stones, rock brick clay hard
· · · · · · · · /	feathers, pebbles, stones,	animals they see, name of a		smaller, smaller, smallest,	twist, stretch, turn, spin,	floo	a, boance, 1t	soft,
	same, different, pattern	contrasting environment		hard, soft, bendy, rigid, woo	d, smooth, rough, fast, slow			
	plant, leaf, stem, branch,	(e.g. beach, forest)		plastic, paper, card, metal,				
	root, bark, flower, petal,			strong, weak, hot, apply hea	t,			
	vegetable bulb plant hole			waterproof best change				
	dig, water, weed, grow,			change back				
	shoot, die, dead, soil							
Working	. Asking question	ns -	Go	athering data -	Recording data -		Drawii	ng conclusions -
scientifically								
	While playing and exploring, demonstrate their cu	, the children	Choose the r	an For example choosing a	With support, the children talk what they have observed	about Wi	th support," d talk about	the children demonstrate
		110311 y.	spade to en	large a small hole they dug	what mey have observed.	un		noticed.
	• While playing and exploring	, the children		with a trowel.	• They sometimes draw and make 1	narks to		
	begin to ask 'I wonder'	questions.			record their observations	• v	Vith support	t, the children notice how
			Make com	parisons between objects		th	iey made a d	lifference to an outcome,
	• With support, the childr	en think of	relating to	o Size, length, weight and with (Mathematics)	With support, they use sorting ri	ngs and e.g.	. "My car we t harder " a	int further when I pushed
	ideas for answering their	' questions	cupu	ieny. (Marrienaries)	Doxes		whe	re appropriate.
			Compare qua	ntities using language: 'more				
			than', 'fei	wer than'. (Mathematics)			• With supp	ort, the children make
						co	omparisons b	between objects e.g. "My
Tring and							plant is	Taller Than Sarans
Trips and								
Visits								

	Aut	rumn	S	pring	Sun	nmer
Bluebell	Me and My	Chocolate	What can I	The Wild West	The	Incredible
	Family		build?		Rainforest	India
	Healthy Bodies	Solids and Liquids. How does it melt?	What materials do we build with and why?	Floating and sinking	<mark>Stormy weather</mark> and rainbows	Animals of India
Key Learning	Learn about the life cycles of humans • Learn about how to take care of themselves • Learn about their senses	Observe, measure and record how materials change when heated and cooled • Compare how materials change over time and in different conditions	Explore a range of materials, including natural materials • Make objects from different materials, including natural materials	 Explore how to change how things work Explore how the wind can move objects Explore how objects move in water 	Play and explore outside in all seasons and in different weather • Observe living things throughout the year Explore rainbows	 Name and describe animals that live in different habitats. Describe different habitats
Key Vocabulary	head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, names of animals experienced first-hand from each vertebrate group, parts of the human body including those within the school's RSE policy, senses, touch, see, smell, taste, hear, fingers, skin, eyes, nose, ears, tongue	object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see- through	object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see- through	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	weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, winter, summer, spring, autumn, Sun, sunrise, sunset, day length	Names of garden and wild flowering plants in the local area head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, names of animals experienced first-hand from each vertebrate group weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow,

								seasons, winter, summer,	
								spring, autumn, Sun,	
								sunrise, sunset, day	
			•					length	
Working	. Asking question	ns -	G	Fathering data -	Recording data -		Drawii	ng conclusions -	
	While playing and exploring,	the children	Explore the 1	natural and made world using	The children, sometimes, draw and	d write	The children talk about what they have		
scientifically	ask 'I			their senses.	simple labels to record their obser	vations.		observed.	
	wonder' questions.		• The childre	en use magnifying glasses or	 With support, they record the 	neir	 The children demonstrate and talk about 		
	With support, the children develop their			tablets	observations		what th	what they have found out.	
	ideas		with magnif	fiers to make observations.	and comparisons e.g. using simple prepared		• They, sometin	nes, talk about what they	
	for answering their qu	estions.	• The child	dren use smaller pieces of	tables, taking photographs, using s	sorting	have found out	from secondary sources,	
				equipment	rings		including	non-fiction texts.	
			such as	syringes and pipettes.	and boxes.		• The children	notice and talk about how	
			• with suppo	handa			they made a dif	terence to an outcome e.g.	
			and fact	and other non-standard			My car went	further when I pushed it	
			unu jeer	and officer non-standard				narder	
			e e buile	ding blocks and beakers					
			• While n	laving and exploring the					
			Willie p	children try					
			out using resources to answer a question						
			• The childr	ren test things out to make					
			comparisor	ns e.g. Does the red car go					
				further					
			+1	han the blue car?					
			 They ide 	ntify and name objects by					
				matching					
			th	nem with pictures.					
			The childr	ren sort and group objects,					
			sometime	s using their own criteria					
Trips and									
Visita									
VISITS									

Рорру	Autumn		Sp	ring	Summer		
	Looking After	Squash, Bend,	Achievers and	The Tudors	Habitats	Olympics	
	Myself	Twist, Stretch	Inventors				
	<mark>Senses - Sound</mark>	Changing materials	<mark>Astronauts</mark>	What materials did	Local Habitats	Exercise and our	
				the Tudors use?		bodies	

Kev Learnina	Listen to sounds	Observe, measure	Learn about the Earth,	Distinguish between an	Observe changes	Identify, name,
	outside and identify	and record how	Sun, Moon, planets and	object and the material	across the four	draw and label the
	, the source	materials change	stars	from which it is made.	seasons	basic parts of the
		when heated		 Tdentify and name a 	Tdentify and name	human body and say
	• Make sounds	and cooled	· Learn about space	variety of everyday	a variety of	which part of the
	Mane Sounds		travel	materials including	common wild and	body is associated
	Tdentify the senses	· Compare how	in aver	wood plastic class	oarden plants	with each sense
	raching me senses	materials change over	learn about famous	metal water and rock	including	with each sense.
	Tdentify which sense	time and in different	astronauts	Describe the simple	deciduous and	Can describe the
	is used for bearing	conditions	ustrondurs	physical properties of a	averancen trees	key features of
	is used for neuring	conditions		variaty of avanuday	. Identify and	these named
		Manipulate and		materiala	decenibe the basic	animala
		manipulate and		Materials.	describe the busic	animuis
		change the shape of		toosther a veriety of	structure of a	factures on a
		materials		Togerner a variety of	flowering	reatures on a
				the basis of their simple	riowering	piciure/ulagram
				the basis of their simple	plants, including	• Can write
				pnysicai properties.	trees.	descriptively about
						an animai
						· Can write a What
						am 1? riddle about
						an animal
						• Can describe what
						a range of animals
						eat
						Can play and lead
						'Simon says'
						• During PE lessons,
						can follow
						instructions
						involving parts of
						the body
Key	sound, noise, listen, hear,	object, material, wood,	Sun, Moon, Earth, star,	object, material, rock, brick,	names of garden and	head, body, eyes, ears,
Vocabulary	traffic sirens thunder	rock, brick, paper, fabric	round, bounce, float	absorbent, rough smooth	the local area	wing, claw, fin scales
· · ·	high, low, loud, quiet, soft,	elastic, foil,		shiny, dull, see-through, not	head, body, eyes, ears,	feathers, fur, beak,
	volume, crackle, thunder,	card/cardboard, rubber,		see-through	mouth, teeth, leg, tail,	paws, hooves, names of
	hum, buzz, roar	wool, clay, hard, soft,			wing, claw, fin, scales,	animals experienced
	senses, hear, ear	floppy waterproof			teathers, tur, beak,	tirst-hand from each
		hoppy, water proof,			pullo, 100 ves, numes 0	vericerare group, paris

		absorbent, t rough, sm opaque, tr translucent non-reflect rigid, shape, pull/pulling, t squash/s bend/t stretch/s	oreaks/tears, ooth, shiny ransparent, r, reflective, ive, flexible, push/pushing, wist/twisting, aquashing, sending, stretching			animal first-t weathe raining, snowy warm thunder sleet,s pudc seas sum autumu	ls experienced hand from each ebrate group er, sunny, rainy, , shower, windy, y, cloudy, hot, h, cold, storm, r, lightning, hail, snow, icy, frost, dles, rainbow, sons, winter, mer, spring, n, Sun, sunrise, sunset	of the human body including those within the school's RSE policy, senses, touch, see, smell, taste, hear, fingers, skin, eyes, nose, ears, tongue
Working scientifically	. Asking question: Begin to ask questions about living things and processes they are ex • Construct a question based or story the teacher has pi	ns - G ut the objects, nd xploring. Begin to talk objects, mater d on a scenario Begin to tal v presented. objects, m · Begin to ta v · When using the position the er · Use simple n		 athering data - about their observations of objects, rials and living things. about their observations when comparing naterials and living things. about their observations when describing changes. g a magnifying glass, adjust n of the magnifying glass in order to see nlarged image clearly. measuring equipment, such as ipettes, rulers, metre sticks etc 	Recording data – Use a camera to take photographs or videos to record their observations. • Record their observations using drawings. • Record their observations using labelled Drawings Physically group objects or materials according to the data they gather (classifying)		Drawii Use th to name living tl • Recognise 'bi worst' e	ng conclusions – neir observations hings they find in the local area. ggest and smallest', 'best and tc. from their data
Trips and Visits								
	Aut	umn		S	pring		Sun	nmer
Otter	Out of this world Wars and battles		Awe and wonder	Out of this world	W b	ars and battles	Awe and wonder	
	Stars and Space	Growing	9 Plants	Light and Dark-	Properties of Everyday Materials	Life	: Cycles-	Uses of Everyday Materials

Key Leanning	Explore the job of an	•Grow plants from	Explore phases of the	Distinguish between an	Notice that	Tdentify and
Rey Leurning	astronaut at the	seeds and bulbs	moon	object and the material	animals including	compare the
	international space	Observe and describe		from which it is made	humans have	suitability of a
	station	how seeds and bulbs	Explore the moon can		offspring which	variety of everyday
	Station	arow into mature	be seen at night	• Tdentify and name a	arow into adults	materials including
	Describe the planets	nlants	be seen at hight	variety of everyday	gi ow nito addits	wood metal
	in the solar system	 Find out and 	Sort light sources and	materials including	Order and name	plastic alass brick
	and order them	describe how plants	reflective materials	wood plastic class	different life	rock paper and
		need water light and		metal water and rock	cycles of plants	cardboard for
	Explore the	a suitable	Tdentify natural light	meral, warer, and rock.	and animals	particular uses
	temperatures and	temperature to arow	sources	• Describe the simple		• Find out how the
	landscape of the	and stay healthy	3001 663	nhysical properties of a	Observe changes	shapes of solid
	nlanets in the solar	and stay nearing.	Explore shadows	variety of everyday	over time	objects made from
	system			materials		some materials can
	System			marchais.		be changed by
				· Compare and aroun		squashina bendina
				together a variety of		twisting and
				evenude materials on		etretching
				the basis of their simple		Stretening.
				nhysical properties		
				· Classify materials		
				bacad on their		
				properties		
K	Sun Moon Farth planets	leaf flower blossom	light light source dark	rigid shape push/pushing	offspring	opaque transparent
Key	(Mercury, Jupiter, Saturn,	petal, fruit, berry, root,	absence of light, surface,	pull/pulling, twist/twisting,	reproduction, growth,	translucent, reflective,
Vocabulary	Venus, Mars, Uranus,	seed, trunk, branch, stem,	shadow, reflect, mirror, Sun,	squash/squashing,	baby, toddler, child,	non-reflective, flexible
	Neptune),	bark, stalk, bud, names of	sunlight, dangerous	bend/bending,	teenager, adult, old	
	Sun, Moon, Earth, star,	trees in the local area,		stretch/stretching	person, names of	
	space, round, bounce, float	and wild flowering plants in			babies (e.g.	
		the local area			chick/chicken,	
		light, shade, Sun, warm,			kitten/cat,	
		cool, water, space, grow,			caterpillar/butterfly),	
		shoot seedling			food air exercise	
		encer, socumiy			heartbeat, breathing,	
					hygiene, germs,	
					disease, food types	
					(e.g. meat, fish, vegetables bread rice	
					pasta, dairy)	

						living, dead, never be alive, suited, suitabl basic needs, food, fo chain, shelter, move feed, water, air, survive, survival	en e, od
Working scientifically	. Asking question Use a range of given ques such as: what; what if; why; when how; to ask questions about the obj things and processes they are ex • Construct a question b scenario or story the teacher has p	Asking questions - ge of given question stems, such as: hat if; why; when; who; and how; to ask is about the objects, living things and sses they are exploring. ruct a question based on a scenario or he teacher has presented the en · When using features or · Make direct · Use bricks take non-st · Use simple n teaspoons, pi		athering data - neir observations of objects, rials and living things. ut their observations when comparing naterials and living things. ut their observations when describing changes. g a magnifying glass, adjust the he magnifying glass in order to see nlarged image clearly. a digital microscope, relate n the enlarged view to the object. et comparisons of length and height. s, lolly sticks etc. or paper strips to tandard measurements of length. measuring equipment, such as ipettes, rulers, metre sticks etc.	Recording data - Use a camera to take photogravideos to record their observations of drawings. • Record their observations of labelled drawings. • Record their observations comparisons in writing. • Physically group objects, matanal living things or their images by a cri- • Physically group objects materials according to the data they gather (classive) • Use data they gather to physically rank objects or materials (comparative tess • Add their data to a prepared or simple Venn diagram	aphs or Use their s. Use their s. Use their sources (e. Using Using Using s or Worst · Give an terials question t terion. Aave ge or measure · Recogn sically thig). table	wing conclusions - observations and simple secondary g. identification sheets) to name ngs they find in the local area. se 'biggest and smallest', 'best and etc. from their data. answer to their scientific enquiry hat is consistent with the data they thered either through observations, ments or from research. se that they can answer scientific estions in different ways.
Trips and Visits							
Deer	Aut	umn		S	pring	S	ummer
	Out of this world Stars and Space	Wars and Growing Pla	ants	Awe and wonder Light and Dark-	Explorers Properties of Everyday Materials	Where I live Life Cycles-	Medieval life Uses of Everyday Materials

Key Leanning	Explore the job of an	•Grow plants from	Explore phases of the	Distinguish between an	Notice that	Tdentify and
Rey Leurning	astronaut at the	seeds and bulbs	moon	object and the material	animals including	compare the
	international space	Observe and describe		from which it is made	humans have	suitability of a
	station	how seeds and bulbs	Explore the moon can		offspring which	variety of everyday
	Station	arow into mature	be seen at night	• Tdentify and name a	arow into adults	materials including
	Describe the planets	nlants	be seen at hight	variety of everyday	grow into addits	wood metal
	in the solar system	• Find out and	Sort light sources and	materials including	Order and name	nlastic alass brick
	and order them	describe how plants	reflective materials	wood plastic class	different life	rock paper and
		need water light and		metal water and rock	cycles of plants	cardboard for
	Explore the	a suitable	Tdentify natural light	merul, water, and tock.	and animals	particular uses
	temperatures and	temperature to arow	sources	• Describe the simple	and annuas	• Find out how the
	landecane of the	and stay healthy	3001 663	physical properties of a	Observe changes	change of colid
	nlanets in the solar	und stuy neurity.	Explore shadows	variety of everyday	over time	objects made from
	pluters in the solut			materials	over time	come materials can
	System			maren ais.		be changed by
				· Company and anoun		squaching bending
				together a variety of		twicting and
				avanuday matanials on		stratching
				the bagin of their simple		stretching.
				The basis of Their Simple		
				cleasify meterials		
				• classify materials		
				based on Their		
14	Sun Moon Farth planete	leaf flower blossom	light light source dark	properiles.	offenring	ongque transparent
Key	(Mercury, Jupiter, Saturn,	petal, fruit, berry, root,	absence of light, surface,	pull/pulling, twist/twisting,	reproduction, growth,	translucent, reflective,
Vocabulary	Venus, Mars, Uranus,	seed, trunk, branch, stem,	shadow, reflect, mirror, Sun,	squash/squashing,	baby, toddler, child,	non-reflective, flexible
	Neptune),	bark, stalk, bud, names of	sunlight, dangerous	bend/bending,	teenager, adult, old	
	Sun, Moon, Earth, star,	trees in the local area,		stretch/stretching	person, names of	
	space, round, bounce, float	and wild flowering plants in			babies (e.a.	
	· · · · · · · · · · · · · · · · · · ·	the local area			chick/chicken,	
		light, shade, Sun, warm,			kitten/cat,	
		cool, water, space, grow,			caterpillar/butterfly),	
		shoot seedling			food air exercise	
		oncor, cocumiy			heartbeat, breathing,	
					hygiene, germs,	
					disease, food types	
					(e.g. meat, fish, vegetables bread rice	
					pasta, dairy)	

Working scientifically	. Asking question Use a range of given ques such as: what; what if; why; when how; to ask questions about the obj things and processes they are e: • Construct a question h scenario or story the teacher has pre	ns - stion stems, Ta n; who; and ects, living based on a esented v v te v te	Ga alk about the materi • Talk about • Talk about • Talk about • Talk about • Talk about • When using features on Make direct • Use bricks take non-st Use simple m easpoons, pip	athering data - eir observations of objects, ials and living things. t their observations when comparing aterials and living things. t their observations when describing changes. g a magnifying glass, adjust the me magnifying glass in order to see alarged image clearly. a digital microscope, relate the enlarged view to the object. t comparisons of length and height. s, lolly sticks etc. or paper strips to tandard measurements of length. measuring equipment, such as pettes, rulers, metre sticks etc.	Recording data - Use a camera to take photogra videos to record their observations Record their observations Record their observations adrawings. Record their observations labelled drawings. Record their observations comparisons in writing. Physically group objects, mat and living things or their images by a crit Physically group objects materials according to the data they gather (classi Use data they gather to phys rank objects or materials (comparative tes Add their data to a prepared or simple	living, c alive, su basic no chain, s feed, w survive phs or s. using or or erials terion. or fying). sically ting). table	dead, never been uited, suitable, eeds, food, food shelter, move, vater, air, , survival Use their ob sources (e.g. in living things • Recognise • Give an ans question that have gathe ob measuremer • Recognise enquiry question	ng conclusions - servations and simple secondary dentification sheets) to name they find in the local area. biggest and smallest', 'best and c. from their data. wer to their scientific enquiry r is consistent with the data they ered either through oservations, nts or from research. that they can answer scientific ons in different ways.
Trips and Visits					venn olagram			
Hedgehog	Aut	umn		S	pring		Sun	nmer
	Out of this world	Wars and b	battles	Awe and wonder	Out of this world	W	ars and pattles	Awe and wonder
	Stars and Space	Growing Plo	<mark>ants</mark>	Light and Dark-	Properties of Everyday Materials	<mark>Lif</mark> e	e Cycles-	Uses of Everyday Materials

Kev Learning	Name planets and	Identify a	and name a	Identify what can be	Distinguish between an	Explore	e simple life	Identify and
	stars in the solar	variety o	f common	seen at night	object and the material	cycles	s of plants	compare materials
	system	wild and	l garden		from which it is made.	and	l animals	
		plants, i	ncluding	Identify what can be				Explore uses for
	Explore the job of an	decidu	ous and	seen in the day	 Identify and name a 	Or	der and	materials
	astronaut	evergree	en trees.		variety of everyday	com	pare life	
	Evaluate the offects	. Tdant	ند مما	Compare night and day	materials, including	c	cycles	Explore and test
	explore the affects	• Ideni	the basic	Explore light sources	wood, plastic, glass, metal water and rock	Group	life cycles	nurpose (i.e. wool
	of hving in space	structure	of a variety	CAPIOLE light sources	meral, water, and rock.	into r	nlants and	isn't used for an
		of commor	n flowering	Sort light sources and	• Describe the simple	ai	nimals	umbrella, why?)
		plants, i	ncluding	reflective materials	physical properties of a			
		tre	es.		variety of everyday	Obser	ve changes	
		Understa	nd how to		materials.	ove	er time	
		care for pl	ants in the					
		natural en	vironment		 Compare and group 			
					together a variety of			
					everyday materials on			
					the basis of their simple			
					physical properties.			
					based on their			
					properties.			
Key	Sun, Moon, Earth, star,	leaf, flowe	r, blossom,	light, light source, dark,	rigid, shape, push/pushing,	of	fspring,	opaque, transparent,
Vocabulary	planet, sky, day, night,	petal, fruit,	berry, root,	absence of light, surface,	pull/pulling, twist/twisting,	reprodu	iction, growth,	translucent, reflective,
vocubulary	space, rouna, dounce, float	seea, trunk, bark, st	alk, bud	sunlight, dangerous	bend/bending,	teenage	odaler, chila, er, adult, old	non-reflective, flexible
		,	,		stretch/stretching	perso	n, names of	
						anima	lls and their	
						chic	k/chicken,	
						kit	ten/cat,	
						caterpille surviv	lar/butterfly), ve.survival	
Working	. Asking question	ns -	Go	athering data -	Recording data -		Drawin	g conclusions -
scientifically	With support, the childr	ren develop	Talk abou	t their observations of	Use a camera to take photogra	phs or	Use their ob:	servations and simple
	their ideas	unctiona	motori	objects,	videos to		Sources (o.o. id	econdary
	Tor answering mein qu	ues nons	• Talk about	their observations when	Record their observations	Ising	sources (e.g. 10	name
				comparing	drawings.	5		

	objects, n	naterials and living things.	• Record their observations u labelled drawings.	ising	living things • Recognise ' worst' eta	they find in the local area. biggest and smallest', 'best and c. from their data.
Trips and						
Visits						

	The key learning is a	ll taken from the KS4 personal prog	ress.
Robin	Autumn	Spring	Summer
	Developing Independent Living Skills: Being Healthy (2)	Developing Community Participation Skills: Caring for the Environment (3)	Developing Independent Living Skills: Personal Care (2)
Key Learning	 accepting the support of others to keep healthy (eg by tolerating a personal care routine) following simple instructions to act healthily (eg guidance from a physiotherapist) responding positively to healthy options recognising that sleep is important recognising that friends are important recognising that movement is an important part of being healthy making choices to be healthy (eg deciding to go to a swimming class) independently undertaking a simple activity intended to help keep them healthy following simple healthy routines (eg washing hands before eating, eating a given balanced meal) making decisions based on an understanding of health (eg reducing sugar intake if it is excessive) undertaking activities because they understand that the activities contribute to keeping them healthy 	helping a carer or support worker in a routine activity (eg using a cloth to wipe a table, folding a sheet by holding onto its corners) • following a simple instruction (eg to push the start button on the vacuum cleaner or turn off a light) • participating through a complete activity (helping to sort washing, load and unload machine) • initiating involvement (eg putting dirty dishes into a sink or dishwasher) • independently completing a stage of a task (eg sorting coloured from white washing) • following simple sequences to complete straightforward tasks • undertaking activities because they understand that living independently means taking responsibility for keeping their own environment clean and safe • undertaking activities because they understand that keeping a home clean and safe helps them to be healthy and safe	 showing an interest in personal care items (eg soap, shampoo, shower gel) accepting support to select appropriate personal care items on two occasions (eg soap for hand washing rather hand cream, shampoo rather than conditioner) actively exploring a range of items and select two personal care products recognising personal care items for two given activities (eg for hand washing, showering or bathing, shaving) independently recognising items required to complete two personal care tasks show an interest in personal care tasks show an interest in personal care activities by reacting to events (eg respond to hand washing, hair brushing) demonstrate an awareness of personal care activities (eg anticipating a stage, making a movement or reaching for an item) consistently co-operating with personal care activities relating an activity or an event to personal care activities (eg hand washing before cooking, brushing hair after swimming) Understanding that personal care activities contribute to personal care activities

					hands help to prevent illness)	
Key Vocabulary	nutrition, nutrients, carbohydrates, suga vitamins, minerals, fibre, fat, water, skele muscles, joints, support, protect, move, sku	rs, protein, eton, bones, Ill, ribs, spine	living, dead, never been ali food, food chain, shelter, survival, names of local ha names of micro-habitats conditions, light, dark, shad names of living things in t	ive, suited, suitable, basic needs, , move, feed, water, air, survive, ,bitats (e.g. pond, woodland etc.), (e.g. under logs, in bushes etc.), y, sunny, wet, damp, dry, hot, cold, the habitats and micro-habitats studied	Clean, safe, unsafe, bacteria, germs, washing, b parts (head, arms, legs etc)	body
Working scientifically	. Asking questions - Use a range of given question stems, such as: what; what if; why; when; who; and how; to ask questions about the objects, living things and processes they are exploring. • Construct a question based on a scenario or story the teacher has presented	Ge Talk about the mater • Talk about objects, m • Talk about • When using position of the the er • When using features of • Make direct • Use brick take non-st • Use simple r teaspoons, pi	athering data - leir observations of objects, rials and living things. t their observations when comparing materials and living things. t their observations when describing changes. g a magnifying glass, adjust the he magnifying glass, adjust the he magnifying glass in order to see nlarged image clearly. a digital microscope, relate in the enlarged view to the object. t comparisons of length and height. s, lolly sticks etc. or paper strips to tandard measurements of length. measuring equipment, such as pettes, rulers, metre sticks etc.	Recording data - Use a camera to take photogravideos to record their observations of drawings. • Record their observations of labelled drawings. • Record their observations comparisons in writing. • Physically group objects, matand living things or their images by a crir • Physically group objects materials according to the data they gather (classi • Use data they gather to physically group objects materials (comparative tess • Add their data to a prepared or simple	Drawing conclusions - Use their observations and simp secondaryns.Use their observations and simp secondaryns.sources (e.g. identification sheets usingusingnameliving things they find in the loc area.usingarea.• Recognise 'biggest and smalles 'best andns orworst' etc. from their data.• Give an answer to their scientific enquiryaterialsquestion that is consistent with the data theysorobservations, measurements or from research scientificsifying).• Recognise that they can answer scientificsting)	ole s) to cal ;t', ific the n :h. er ays.
Trips and Visits				,		
Owl	Autumn		S	pring	Summer	
	Developing Independent Livir Being Healthy (2)	ng Skills:	Developing Commur Caring for the	nity Participation Skills: e Environment (3)	Developing Independent Living Ski Personal Care (2)	ills:

					r .	
Kev Learnina	 accepting the support of others to keep h 	ealthy (eg by	helping a carer or support w	orker in a routine activity (eg using	showing	g an interest in personal care items (eg soap,
,	tolerating a personal care		a clot	th to wipe a		shampoo, shower gel)
	routine)		table, folding a sheet	by holding onto its corners)	• accep	oting support to select appropriate personal
	 following simple instructions to act here 	althily (eg	 following a simple instruct 	ion (eg to push the start button on		care items on two occasions (eg
	guidance from a physiotherapis	t)	the va	cuum cleaner	soap fo	r hand washing rather hand cream, shampoo
	 responding positively to healthy op 	otions	or tur	n off a light)		rather than conditioner)
	 recognising that sleep is import 	ant	• participating through a c	complete activity (helping to sort	• active	ely exploring a range of items and select two
	 recognising that friends are important to the second second	rtant	washing,	load and unload		personal care products
	• recognising that movement is an important	part of being	n n	nachine)	• rec	ognising personal care items for two given
	healthy		• initiating involvement (eg	putting dirty dishes into a sink or		activities (eg for hand washing,
	• making choices to be healthy (eg decidin	g to go to a	dis	hwasher)		showering or bathing, shaving)
	swimming class)	· · · · · · · ·	· independently completi	ng a stage of a task (eg sorting	• ind	lependently recognising items required to
	• Independently undertaking a simple activit	y intended to	coloure	ed from white		complete two personal care tasks
	neip keep them healthy			(asning)	• snow	w an interest in personal care activities by
	• following simple healthy routines (eg was	sning nanas	• Tollowing simple sequences	to complete straightforward tasks	r	eacting to events (eg respond to hand
	before eating, eating a given		• undertaking activities be	cause they understand that living	, da	washing, hair brushing)
	buildiced mean)	no of health	taking nachongibility for ka	aning their own environment clean	• ue	activitias (as anticipating a stage
	(en reducing sugar intake if	ng of hearth	Taking responsibility for ke	eping men own environment clean	mak	ving a movement or reaching for an item)
	(eg reducing sugar intake i)		· undertaking activities beg	nu sure		sistently co-operating with personal care
	• undertaking activities because they under	rstand that	a hor	he clean and	con	activities
	the activities contribute to	i stana mat	safe helps them	to be healthy and safe	• ant	icipating familiar personal care activities
	keeping them healthy		Sure helps men	to be nearing and safe	• relat	ing an activity or an event to personal care
	Nooping monimeanity				1 Olul	activities (ea hand washing before
						cooking brushing hair after swimming)
					۰Un	derstanding that personal care activities
					c	ontribute to personal health (ea clean
					-	hands help to prevent illness)
Kay	nutrition, nutrients, carbohydrates, suga	rs, protein,	living, dead, never been ali	ive, suited, suitable, basic needs,	Clean, s	safe, unsafe, bacteria, germs, washing, body
Ney	vitamins, minerals, fibre, fat, water, skele	ton, bones,	food, food chain, shelter,	, move, feed, water, air, survive,		parts (head, arms, legs etc)
Vocabulary	muscles, joints, support, protect, move, sku	ll, ribs, spine	survival, names of local ha	bitats (e.g. pond, woodland etc.),		
	· · · ·		names of micro-habitats	(e.g. under logs, in bushes etc.),		
			conditions, light, dark, shad	y, sunny, wet, damp, dry, hot, cold,		
			names of living things in t	the habitats and micro-habitats		
			2	studied		
Working	. Asking questions –	Go	athering data -	Recording data -		Drawing conclusions –
scientifically	With support, the children develop	Talk abou	t their observations of	Use a camera to take photogro	uphs or	Use their observations and simple
scientifically	their ideas		objects,	videos to		secondary
	for answering their questions	materi	als and living things.	record their observations	5.	sources (e.g. identification sheets) to
		• Talk about	t their observations when	• Record their observations (using	name
			comparing	drawings.		living things they find in the local
		objects m	aterials and living things	 Record their observations 	usina	area.
		J J J J J J J J J J		labelled		· Recognise 'biggest and smallest'
				drawinge		'hest and
				uruwings.		Desi unu

		worst' etc. from their data.
Trips and		
Visits		