

SCIENCE	 <u>Willow pathway</u> 
Curriculum cycle - Year 1 (2024-2025)	Creative curriculum (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 - https://greenlanesch-my.sharepoint.com/:f:/g/personal/greenlane_greenlaneschool_co_uk/Ejvfv5ghaRpAgUP1qVQ5LgEBDKuGduh0KRd3VN_zwcMI_g?e=5vyBxg

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

		brighter, brightest, Sun, shine, glow, mirror		plant, hole, dig, water, weed, grow, shoot, die, dead, soil, names of plants they grow	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	set, freeze, freezer, cold, blended, hard, soft, bendy, stiff, wobbly, wood, plastic, paper, card, fabric
Working scientifically	. Asking questions - While playing and exploring, the children demonstrate their curiosity.	Gathering data - Use all their senses in hands-on exploration of natural materials. (Understanding the world) Explore how things work Use one-handed tools and equipment.		Recording data - With support, they use sorting rings and boxes Create closed shapes with continuous lines, and begin to use these shapes to represent objects	Drawing conclusions - Make comparisons between objects relating to size, length, weight and capacity. (Mathematics) Compare quantities using language: 'more than', 'fewer than'. (Mathematics)	
Trips and Visits						

Bumblebee	Autumn		Spring		Summer	
	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	Planet Earth	What are castles made of? (rocks and bricks)

Key Learning	Explore the surrounding natural environment • Explore natural objects from the surrounding environment Listen to sounds • Make sounds	Learn about the life cycles of animals • Compare adult animals to their babies • Observe how baby animals change over time	Explore a range of materials • Combine and mix ingredients • Change materials by heating and cooling, including cooking	Feel forces • Explore how things work • Explore how objects/materials are affected by forces	Look at pictures of Earth, the moon, stars and sun Explore space travel	• Explore natural objects from the surrounding environment Shape and join materials Sort and group rocks Investigate shapes of rocks	
Key Vocabulary	natural, plant, animal, leaves, seeds, conkers, acorns, twigs, bark, shells, feathers, pebbles, stones, same, different, pattern plant, leaf, stem, branch, root, bark, flower, petal, seed, berry, fruit, vegetable, bulb, plant, hole, dig, water, weed, grow, shoot, die, dead, soil	plant, tree, bush, flower, vegetable, herb, weed, animal, names of plants and animals they see, name of a contrasting environment (e.g. beach, forest)	ice, water, frozen, icicle, snow, melt, wet, cold, slippery, smooth, big, bigger, biggest, smaller, smaller, smallest, hard, soft, bendy, rigid, wood, plastic, paper, card, metal, strong, weak, hot, apply heat, waterproof, soggy, not waterproof, best, change, change back	object, float, sink, water, up, down, top, bottom, push, pull, magnet, spring, squash, bend, twist, stretch, turn, spin, smooth, rough, fast, slow	Sun, Moon, Earth, star, planet, sky, day, night, space, round, bounce, float	natural, shells, pebbles, stones, rock, brick, clay, hard, soft,	
Working scientifically	. Asking questions – While playing and exploring, the children demonstrate their curiosity. • While playing and exploring, the children begin to ask 'I wonder ...' questions. • With support, the children think of ideas for answering their questions		Gathering data – Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Make comparisons between objects relating to size, length, weight and capacity. (Mathematics) Compare quantities using language: 'more than', 'fewer than'. (Mathematics)		Recording data – With support, the children talk about what they have observed. • They sometimes draw and make marks to record their observations With support, they use sorting rings and boxes		Drawing conclusions – With support, the children demonstrate and talk about what they have done and noticed. • With support, the children notice how they made a difference to an outcome, e.g. "My car went further when I pushed it harder.", and answer the question, where appropriate. • With support, the children make comparisons between objects e.g. "My plant is taller than Sarah's"
Trips and Visits							

Bluebell	Autumn		Spring		Summer	
	Me and My Family	Chocolate	What can I build?	The Wild West	The Rainforest	Incredible India
	Healthy Bodies	Solids and Liquids. How does it melt?	What materials do we build with and why?	Floating and sinking	Stormy weather 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 scientifically	. Asking questions - While playing and exploring, the children ask 'I wonder...' questions. • With support, the children develop their ideas for answering their questions.	Gathering data - Explore the natural and made world using their senses. • The children use magnifying glasses or tablets with magnifiers to make observations. • The children use smaller pieces of equipment such as syringes and pipettes. • With support, make comparisons, using hands and feet and other non-standard measures e.g. building blocks and beakers. • While playing and exploring, the children, try out using resources to answer a question. • The children test things out to make comparisons e.g. Does the red car go further than the blue car? • They identify and name objects by matching them with pictures. • The children sort and group objects, sometimes using their own criteria	Recording data - The children, sometimes, draw and write simple labels to record their observations. • With support, they record their observations and comparisons e.g. using simple prepared tables, taking photographs, using sorting rings and boxes.	Drawing conclusions - The children talk about what they have observed. • The children demonstrate and talk about what they have found out. • They, sometimes, talk about what they have found out from secondary sources, including non-fiction texts. • The children notice and talk about how they made a difference to an outcome e.g. "My car went further when I pushed it harder		
Trips and Visits						

Poppy	Autumn		Spring		Summer	
	Looking After Myself	Squash, Bend, Twist, Stretch	Achievers and Inventors	The Tudors	Habitats	Olympics
	Senses - Sound	Changing materials	Astronauts	What materials did the Tudors use?	Local Habitats	Exercise and our bodies

Key Learning	Listen to sounds outside and identify the source • Make sounds Identify the senses Identify which sense is used for hearing	Observe, measure and record how materials change when heated and cooled • Compare how materials change over time and in different conditions Manipulate and change the shape of materials	Learn about the Earth, Sun, Moon, planets and stars • Learn about space travel Learn about famous astronauts	Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties.	Observe changes across the four seasons Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Identify and describe the basic structure of a variety of common flowering plants, including trees.	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Can describe the key features of these named animals • Can label key features on a picture/diagram • Can write descriptively about an animal • Can write a What am I? 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 Vocabulary	sound, noise, listen, hear, music, voices, bird song, traffic, sirens, thunder, high, low, loud, quiet, soft, volume, crackle, thunder, hum, buzz, roar senses, hear, ear	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,	Sun, Moon, Earth, star, planet, sky, day, night, space, round, bounce, float	object, material, rock, brick, clay, hard, soft, waterproof, absorbent, rough, smooth, shiny, dull, see-through, not see-through	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	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

		absorbent, breaks/tears, rough, smooth, shiny opaque, transparent, translucent, reflective, non-reflective, flexible, rigid, shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching			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	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 questions – Begin 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.	Gathering data – Begin to talk about their observations of objects, materials and living things. • Begin to talk about their observations when comparing objects, materials and living things. • Begin to talk about their observations when describing changes. • When using a magnifying glass, adjust the position of the magnifying glass in order to see the enlarged image clearly. • Use simple measuring equipment, such as teaspoons, pipettes, 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)	Drawing conclusions – Use their observations to name living things they find in the local area. • Recognise 'biggest and smallest', 'best and worst' etc. from their data		
Trips and Visits						
	Autumn		Spring		Summer	
Otter	Out of this world	Wars and battles	Awe and wonder	Out of this world	Wars and battles	Awe and wonder
	Stars and Space	Growing Plants	Light and Dark-	Properties of Everyday Materials	Life Cycles-	Uses of Everyday Materials

Key Learning	Explore the job of an astronaut at the international space station Describe the planets in the solar system and order them Explore the temperatures and landscape of the planets in the solar system	• Grow plants from seeds and bulbs 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.	Explore phases of the moon Explore the moon can be seen at night Sort light sources and reflective materials Identify natural light sources Explore shadows	Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties. • Classify materials based on their properties.	Notice that animals, including humans, have offspring which grow into adults Order and name different life cycles of plants and animals Observe changes over time	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
Key Vocabulary	Sun, Moon, Earth, planets (Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune), Sun, Moon, Earth, star, planet, sky, day, night, space, round, bounce, float	leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, names of trees in the local area, names of garden and wild flowering plants in the local area light, shade, Sun, warm, cool, water, space, grow, healthy, bulb, germinate, shoot, seedling	light, light source, dark, absence of light, surface, shadow, reflect, mirror, Sun, sunlight, dangerous	rigid, shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching	offspring, reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g. chick/chicken, kitten/cat, caterpillar/butterfly), survive, survival, water, food, air, exercise, heartbeat, breathing, hygiene, germs, disease, food types (e.g. meat, fish, vegetables, bread, rice, pasta, dairy)	opaque, transparent, translucent, reflective, non-reflective, flexible

					living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival	
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	Gathering data – Talk about their observations of objects, materials and living things. • Talk about their observations when comparing objects, materials and living things. • Talk about their observations when describing changes. • When using a magnifying glass, adjust the position of the magnifying glass in order to see the enlarged image clearly. • When using a digital microscope, relate features on the enlarged view to the object. • Make direct comparisons of length and height. • Use bricks, lolly sticks etc. or paper strips to take non-standard measurements of length. • Use simple measuring equipment, such as teaspoons, pipettes, 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. • Record their observations or comparisons in writing. • Physically group objects, materials and living things or their images by a criterion. • Physically group objects or materials according to the data they gather (classifying). • Use data they gather to physically rank objects or materials (comparative testing). • Add their data to a prepared table or simple Venn diagram	Drawing conclusions – Use their observations and simple secondary sources (e.g. identification sheets) to name living things they find in the local area. • Recognise 'biggest and smallest', 'best and worst' etc. from their data. • Give an answer to their scientific enquiry question that is consistent with the data they have gathered either through observations, measurements or from research. • Recognise that they can answer scientific enquiry questions in different ways.		
Trips and Visits						
Deer	Autumn		Spring		Summer	
	Out of this world	Wars and battles	Awe and wonder	Explorers	Where I live	Medieval life
	Stars and Space	Growing Plants	Light and Dark-	Properties of Everyday Materials	Life Cycles-	Uses of Everyday Materials

Key Learning	Explore the job of an astronaut at the international space station Describe the planets in the solar system and order them Explore the temperatures and landscape of the planets in the solar system	• Grow plants from seeds and bulbs 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.	Explore phases of the moon Explore the moon can be seen at night Sort light sources and reflective materials Identify natural light sources Explore shadows	Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties. • Classify materials based on their properties.	Notice that animals, including humans, have offspring which grow into adults Order and name different life cycles of plants and animals Observe changes over time	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
Key Vocabulary	Sun, Moon, Earth, planets (Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune), Sun, Moon, Earth, star, planet, sky, day, night, space, round, bounce, float	leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, names of trees in the local area, names of garden and wild flowering plants in the local area light, shade, Sun, warm, cool, water, space, grow, healthy, bulb, germinate, shoot, seedling	light, light source, dark, absence of light, surface, shadow, reflect, mirror, Sun, sunlight, dangerous	rigid, shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching	offspring, reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g. chick/chicken, kitten/cat, caterpillar/butterfly), survive, survival, water, food, air, exercise, heartbeat, breathing, hygiene, germs, disease, food types (e.g. meat, fish, vegetables, bread, rice, pasta, dairy)	opaque, transparent, translucent, reflective, non-reflective, flexible

					living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival	
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	Gathering data – Talk about their observations of objects, materials and living things. • Talk about their observations when comparing objects, materials and living things. • Talk about their observations when describing changes. • When using a magnifying glass, adjust the position of the magnifying glass in order to see the enlarged image clearly. • When using a digital microscope, relate features on the enlarged view to the object. • Make direct comparisons of length and height. • Use bricks, lolly sticks etc. or paper strips to take non-standard measurements of length. • Use simple measuring equipment, such as teaspoons, pipettes, 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. • Record their observations or comparisons in writing. • Physically group objects, materials and living things or their images by a criterion. • Physically group objects or materials according to the data they gather (classifying). • Use data they gather to physically rank objects or materials (comparative testing). • Add their data to a prepared table or simple Venn diagram	Drawing conclusions – Use their observations and simple secondary sources (e.g. identification sheets) to name living things they find in the local area. • Recognise 'biggest and smallest', 'best and worst' etc. from their data. • Give an answer to their scientific enquiry question that is consistent with the data they have gathered either through observations, measurements or from research. • Recognise that they can answer scientific enquiry questions in different ways.		
Trips and Visits						
Hedgehog	Autumn		Spring		Summer	
	Out of this world	Wars and battles	Awe and wonder	Out of this world	Wars and battles	Awe and wonder
	Stars and Space	Growing Plants	Light and Dark-	Properties of Everyday Materials	Life Cycles-	Uses of Everyday Materials

Key Learning	Name planets and stars in the solar system Explore the job of an astronaut Explore the affects of living in space	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Understand how to care for plants in the natural environment	Identify what can be seen at night Identify what can be seen in the day Compare night and day Explore light sources Sort light sources and reflective materials	Distinguish between an object and the material from which it is made. - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. - Describe the simple physical properties of a variety of everyday materials. - Compare and group together a variety of everyday materials on the basis of their simple physical properties. - Classify materials based on their properties.	Explore simple life cycles of plants and animals Order and compare life cycles Group life cycles into plants and animals Observe changes over time	Identify and compare materials Explore uses for materials Explore and test materials for their purpose (i.e. wool isn't used for an umbrella, why?)
Key Vocabulary	Sun, Moon, Earth, star, planet, sky, day, night, space, round, bounce, float	leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud	light, light source, dark, absence of light, surface, shadow, reflect, mirror, Sun, sunlight, dangerous	rigid, shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching	offspring, reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g. chick/chicken, kitten/cat, caterpillar/butterfly), survive, survival	opaque, transparent, translucent, reflective, non-reflective, flexible
Working scientifically	Asking questions – With support, the children develop their ideas for answering their questions		Gathering data – Talk about their observations of objects, materials and living things. Talk about their observations when comparing	Recording data – Use a camera to take photographs or videos to record their observations. Record their observations using drawings.	Drawing conclusions – Use their observations and simple secondary sources (e.g. identification sheets) to name	

		objects, materials and living things.	• Record their observations using labelled drawings.	living things they find in the local area. • Recognise 'biggest and smallest', 'best and worst' etc. from their data.
Trips and Visits				

The key learning is all taken from the KS4 personal progress.			
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 than 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 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 • anticipating familiar 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 health (eg clean

			hands help to prevent illness)	
Key Vocabulary	nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, joints, support, protect, move, skull, ribs, spine		living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival, names of local habitats (e.g. pond, woodland etc.), names of micro-habitats (e.g. under logs, in bushes etc.), conditions, light, dark, shady, sunny, wet, damp, dry, hot, cold, names of living things in the habitats and micro-habitats studied	
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	Gathering data – Talk about their observations of objects, materials and living things. • Talk about their observations when comparing objects, materials and living things. • Talk about their observations when describing changes. • When using a magnifying glass, adjust the position of the magnifying glass in order to see the enlarged image clearly. • When using a digital microscope, relate features on the enlarged view to the object. • Make direct comparisons of length and height. • Use bricks, lolly sticks etc. or paper strips to take non-standard measurements of length. • Use simple measuring equipment, such as teaspoons, pipettes, 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. • Record their observations or comparisons in writing. • Physically group objects, materials and living things or their images by a criterion. • Physically group objects or materials according to the data they gather (classifying). • Use data they gather to physically rank objects or materials (comparative testing). • Add their data to a prepared table or simple Venn diagram	Drawing conclusions – Use their observations and simple secondary sources (e.g. identification sheets) to name living things they find in the local area. • Recognise 'biggest and smallest', 'best and worst' etc. from their data. • Give an answer to their scientific enquiry question that is consistent with the data they have gathered either through observations, measurements or from research. • Recognise that they can answer scientific enquiry questions in different ways.
Trips and Visits				
Owl	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 than 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 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 • anticipating familiar 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 health (eg clean hands help to prevent illness)		
Key Vocabulary	nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, joints, support, protect, move, skull, ribs, spine			living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival, names of local habitats (e.g. pond, woodland etc.), names of micro-habitats (e.g. under logs, in bushes etc.), conditions, light, dark, shady, sunny, wet, damp, dry, hot, cold, names of living things in the habitats and micro-habitats studied			Clean, safe, unsafe, bacteria, germs, washing, body parts (head, arms, legs etc)		
Working scientifically	. Asking questions – With support, the children develop their ideas for answering their questions		Gathering data – Talk about their observations of objects, materials and living things. • Talk about their observations when comparing objects, materials and living things.		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.		Drawing conclusions – Use their observations and simple secondary sources (e.g. identification sheets) to name living things they find in the local area. • Recognise 'biggest and smallest', 'best and		

				worst' etc. from their data.
Trips and Visits				