

	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 5 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Topic	Into the Garden		Time Travellers		Around the World in 80 Days.	
Coverage Overview	<p>Seasonal Changes: - Understand the changing seasons (Autumn) and link weather to season.</p> <p>Animals: - Classifying animals herbivore, omnivore, carnivore</p> <p>Plants: - Deciduous and evergreen trees</p>	<p>Seasonal Changes: - Understand the changing seasons (Winter) and link weather to season.</p> <p>Plants: - Common wild/garden plants - Structure of a common flowering plant</p>	<p>Everyday Materials: - Naming materials - Properties of materials - Grouping materials</p> <p>Everyday Materials: - Investigation based on materials.</p>	<p>Seasonal Changes: - Understand the changing seasons (Spring) and link weather to season.</p> <p>Animals: Humans - To name and identify body parts and link to each sense.</p>	<p>Animals: - Classifying animals (reptiles, amphibians, fish, birds, mammals)</p>	<p>Seasonal Changes: - Understand the changing seasons (Summer) and link weather to season.</p> <p>-</p>
Core Knowledge	<p>I know that Autumn is a name of a season and know that the leaves change colour and fall off the trees in Autumn.</p> <p>I know conkers and chestnuts fall off the trees in Autumn.</p> <p>I know fruit and vegetables are often ready to harvest in Autumn.</p> <p>I know that the days get shorter and it is darker earlier at night in Autumn.</p> <p>I know that the weather changes in Autumn and it becomes colder, wet and windier.</p> <p>I know what a forecast is.</p> <p>I know the difference between an evergreen and deciduous tree.</p> <p>I understand that animals can be classified into groups depending on what they eat.</p>	<p>I know that Winter is the name of a season and know that the weather gets colder and that sometimes the weather includes ice and snow.</p> <p>I know the days get shorter and it is darker for longer in the Winter.</p> <p>I understand what hibernate means.</p> <p>I know some animals hibernate in winter.</p> <p>I understand what migrate means.</p> <p>I know some birds migrate in Winter to warmer areas.</p> <p>I know some common garden plants.</p> <p>I understand the structure of a common plant (what the parts are).</p>	<p>I understand what a material is.</p> <p>I know that different objects are made from different materials.</p> <p>I know some properties of materials.</p> <p>I understand that we can group materials based on their properties.</p> <p>I know how to make a prediction</p>	<p>I know that Spring is the name of a season and know that the weather starts to warm up after winter.</p> <p>I know the days will get longer so it will be lighter for longer.</p> <p>I know that changes happen to plants and animals in the Spring e.g. buds start to appear on deciduous trees, some flowers start to grow, frogspawn is laid, some baby animals are born, some birds lay eggs.</p> <p>I know the names of the human body parts.</p> <p>I understand what our senses are.</p>	<p>I understand that animals can be classified into groups depending on what they look/are like.</p>	<p>I know that Summer is the name of a season.</p> <p>I know what seasons are and what order they appear within a yearly cycle.</p> <p>I know that the weather will be warmer in Summer.</p> <p>I know that the leaves and some flowers will be in full bloom in Summer.</p> <p>I know the days will get longer so it will be lighter for longer.</p>

Skills Development	<p>I can explain what happens to the weather and the length of days in Autumn.</p> <p>I can predict what might happen to the weather.</p> <p>I can observe the weather and collect data in different ways (rain gauge, thermometer). I can look at the data and say what has happened to the weather since the summer.</p> <p>I can create my own forecast for Autumn based on what I found out.</p> <p>I can identify and name some common garden animals (hedgehog, badger, fox, owl, rabbit, mouse).</p> <p>I can recognise the difference between carnivores, omnivores and herbivores by saying what each animal eats (plants and seeds, plants and meat, just meat)</p> <p>I can classify animals into herbivores, omnivores and carnivores.</p> <p>I can explain that classifying means grouping.</p> <p>I can name some trees (beech, cedar) and say whether they are deciduous or evergreen.</p>	<p>I can explain what happens to the weather and the length of days in Winter.</p> <p>I can explain what hibernate means.</p> <p>I can tell you some animals that hibernate in Winter.</p> <p>I can explain what migrate means.</p> <p>I can tell you some animals that migrate in Winter.</p> <p>I can name some common garden plants.</p> <p>I can label the different parts of a plant.</p>	<p>I can explain what a material is (what an object is made from).</p> <p>I can name some materials (wood, plastic, glass, metal, water, rock).</p> <p>I can say what material an object is made from.</p> <p>I can describe what a material is like (properties).</p> <p>I can compare and classify materials based on their properties.</p> <p>I can make a prediction.</p> <p>I can carry out a simple investigation when modelled by the teacher.</p> <p>I can make say what has happened in the investigation.</p> <p>I can check if my prediction was correct.</p>	<p>I can explain what happens to the weather and the length of days in Spring.</p> <p>I can explain some changes that start to happen in Spring.</p> <p>I can name the main human body parts.</p> <p>I can name the five senses.</p> <p>I can link the sense to the correct body parts.</p> <p>I can make predictions using my senses.</p> <p>I can say which sense would be best to find out what I can't see.</p> <p>I can answer questions based on my findings and what I already know.</p>	<p>I can name the five groups of animals: fish, amphibians, reptiles, birds and mammals.</p> <p>I can classify animals into the correct groups.</p> <p>I can explain why I have sorted the animal into the group.</p>	<p>I can explain what happens to the weather and the length of days in Summer.</p> <p>I can explain some changes that happen in Summer.</p> <p>I can recall the four seasons in the correct order in a yearly cycle.</p> <p>I can observe changes over time (sunset/sunrise over a few weeks).</p> <p>I can gather data with support from a teacher.</p> <p>I can talk about my findings.</p>

Critical Vocab	Autumn, season, changes, compare, weather, investigation, deciduous, evergreen, forecast, Beech, Cedar, chestnuts, conkers, rain gauge, thermometer, data, collect, classify, cold windy, wet / raining, temperature, observe, predict animal classification: - herbivore, omnivore, carnivore	Winter, season, changes, cold, ice, snow, melt, day length, dark, migrate, hibernate buds, flowers, plants, leaves, petals, stem, roots, trunk, branches, bulbs, seeds, fruit	materials: (wood, plastic, glass, metal, water rock) properties: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent compare, classify, properties, predict, investigate, observe, explain, describe	Spring, season, weather, insects, frogspawn, day length human, body senses: smell, taste, touch, hearing, sight	animal classification: - mammals, fish, amphibians, reptiles, birds cold blooded, warm blooded, skeletons, live young, classify, predictions, hair/fur, scales, feathers, gills, fins, breathe, classify, explain	Summer, season, weather, milder, bloom, day length, data, sunset/sunrise, dawn, data, recordings, findings,
Enrichment Opps	Autumnal walk around the school grounds – identifying what they can see.	Winter walk around the school grounds – identifying what they can see, compare to Autumn walk – what has changed? Ice/snow exploration	Tinker table- taking items apart to look at their materials and their properties (including materials not specifically taught: brick, paper, fabrics, elastic, foil).	Winter walk around the school grounds – identifying what they can see, compare to Autumn/Winter walk – what has changed? Chicks to watch hatching. Woodland walk.	Visit from the RSPCA . Trip to a farm/zoo/ nature reserve.	Caterpillars to observe. Frogspawn to observe. Visit to Sherwood pines (pond dipping).
Assessing Impact	Multi-choice quiz – can you describe what happens in Autumn? What does deciduous mean? What does evergreen mean? What is an omnivore, herbivore and carnivore? Sort animals according to diet.	Create a picture of a deciduous tree in Autumn and then winter. What are the differences? (verbal or written explanation). Labelling of a plant.	Match materials to their properties. Group materials based on their properties.	True or false quiz – based on Spring and how it is different to other seasons taught so far. Body parts – matching senses to picture of body. Carry out a small investigation using our senses. Which sense will you use for...?	Group animals into amphibians, fish, reptiles, mammals and birds. Create animal fact files.	Written quiz – Can you name the 4 seasons? What happens in summer?