



	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2			
National Curriculum Objectives	<p><b>Every day materials</b></p> <p>-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, including wood, plastic, glass, metal, water, and rock</p>	<p><b>Seasonal Change</b></p> <p>-observe changes across the four seasons</p> <p>-observe and describe weather associated with the seasons and how day length varies.</p>	<p><b>Plants</b></p> <p>-identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>-identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p><b>Animals Including Humans</b></p> <p>-identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>-identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p>	<p><b>Seasonal Change across the four seasons</b></p> <p>-observe and describe weather associated with the seasons and how day length varies.</p>	<p><b>Animals Including Humans</b></p> <p>--identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>-identify and name a variety of common animals that are carnivores, herbivores and omnivores -describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><b>NB children do not need to be able to classify vertebrate groups until y6 but should look at a range of animal types.</b></p>	<p><b>Plants</b></p> <p>-identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>-identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p><b>Seasonal Change across the four seasons</b></p> <p>-observe and describe weather associated with the seasons and how day length varies.</p>	<p><b>Plants</b></p> <p>-identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>-identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p><b>Every Day Materials</b></p> <p>-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, including wood, plastic, glass, metal, water, and rock</p>
TAPS Assessment	<p>Ask simple Qs and recognise that they can be answered in different ways: Reflection tests</p> <p>Identify and Classify – Use appropriate scientific language to communicate ideas: Ways to test transparency</p>				<p>Identify and Classify – Use appropriate scientific language to communicate ideas: Animal Classification</p> <p>Use their observation and ideas to suggest answers to questions: Body parts</p>	<p>Observe closely, using simple equipment. Plants: Structure.</p> <p>Observe closely, using simple equipment. Plants: Leaf Look</p>	<p>Perform simple tests: Floating and Sinking</p>			
Gather and record data to help in answering questions (seasonal change)										
Science Capital Opportunities	<p>Potential to involve STEM Ambassadors to be involved in a design challenge day.</p>	<p>Children have the opportunity to observe first hand changes in the weather and seasons. Pupils should use the local environment throughout the year to explore and answer questions about animals and plants in their habitat. They will be given the opportunity to keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.</p>			<p>Late spring is a good time for children to observe first hand animals in the local environment. Opportunities could involve invertebrate hunts in the school grounds or local woodland and pond dipping at local centres (Austerfield/Sandal Beat/ Potteric Carr).or visits to local farms. Children could have the opportunity to speak to school nurses/doctors/opticians etc. about their bodies and senses.</p>	<p>Plants in very local area. Children should have the opportunity to plant their own flowers and vegetables and make observations as they grow. Seasonal plants to be planted in Spring. Opportunities to link with Farmer Time/ work with local gardening groups or rangers.</p>	<p>Revisit and assess now that children are more developmentally ready.</p>			