

Preschool

<u>Preschool - What makes me, me?</u>	<u>Autumn – What different things can I feel?</u>	<u>Chemistry</u> <u>Materials and properties</u>
<p><u>Prior Learning</u></p> <ul style="list-style-type: none"> Initial tastes Early experiences of being outside in different environments. <p><u>Next Steps after Unit</u></p> <ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials (Nursery) Explore collections of materials with similar and/or different properties. (Nursery) Develop an awareness the differences between materials and changes they notice (Nursery) 	<p><u>Understanding the world</u></p> <ul style="list-style-type: none"> Begin to use senses in hands on exploration of natural materials. Explore materials indoors and outdoors. Repeat actions that have an effect <p><u>Vocabulary</u> When discussing with children, model using vocabulary such as; Big, small, Soft, hard, cold, hot, warm, slippery, wet, fluffy</p> <p><u>Cross Curricular Links</u></p> <p><u>PSED</u></p> <ul style="list-style-type: none"> Recognising routines and linking this with materials (indoor/outdoor, snack) <p>Communication and Language</p> <ul style="list-style-type: none"> Applying vocabulary to label a material. <p><u>EAD</u></p> <ul style="list-style-type: none"> Using a range of materials to create using hands on methods. <p><u>Physical Development</u></p> <ul style="list-style-type: none"> Hand eye co-ordination and fine motor skills. 	
<p><u>Substantive knowledge – By the end of the topic</u></p> <ul style="list-style-type: none"> Children can explore the difference between materials e.g. playdough, paint, snack, mud. Children can use some senses to explore a range of materials. Children can explore the new environment and materials found. Children recognise that repeat actions have an effect e.g. banging an instrument, splashing in a puddle. 	<p><u>Scientific Enquiry</u></p> <p><i>Classification</i></p> <ul style="list-style-type: none"> Classifying by similarities and differences <p><i>Observing over time</i></p> <ul style="list-style-type: none"> What happens to ice over time? <p><i>Research using secondary sources</i></p> <ul style="list-style-type: none"> Feeling materials in feely books. 	

<u>Preschool - Who are the amazing animals that appear in my story?</u>	<u>Spring – Which animals live near me?</u>	<u>Biology</u> <u>Living things and Animals</u>
<p><u>Prior Learning</u></p> <ul style="list-style-type: none"> Recognising a few animals. Listening skills <p><u>Next Steps after Unit</u></p> <ul style="list-style-type: none"> Recognise, name and know the sounds of common farm animals. (Nursery) Begin to develop an awareness that different birds make different sounds. (Nursery) Continue to develop their understand for the need to respect and care for the natural environment and all living things. (Nursery) 	<p><u>Understanding the world</u></p> <ul style="list-style-type: none"> Begin to notice the animals in their local environment with adult support. Begin to care for the natural environment and living things that they see with adult support. Explore and respond to different natural phenomena in their setting and on trips. <p><u>Vocabulary</u> When discussing with children, model using vocabulary such as; Bird, dog, cat, worm, snail, slug, squirrel, gentle, care, little, big</p> <p><u>Cross Curricular Links</u></p> <p>PSED</p> <ul style="list-style-type: none"> Treating animals and environment with respect Learning how to look after animals <p>Communication and Language</p> <ul style="list-style-type: none"> Making a range of animal noises. 	
<p><u>Substantive knowledge – By the end of the topic</u></p> <ul style="list-style-type: none"> Children can name some of the animals they can see in their local environment. Children know where a few animals live – indoors or outdoors Children can handle elements of their natural environment with care and respect. Children can observe and classify similarities and differences. 	<p><u>Scientific Enquiry</u></p> <p><i>Classification</i></p> <ul style="list-style-type: none"> Sorting animals between similarities and differences - farm animals and pets, little and big. <p><i>Research using secondary sources</i></p> <ul style="list-style-type: none"> Watching videos of animals in different habitats. 	

<u>Preschool -</u> <u>Look up, look down, look all around</u>	<u>Summer – How is the outside changing?</u>	<u>Physics</u> <u>Seasons and phenomena</u>
<u>Prior Learning</u> <u>Next Steps after Unit</u> <ul style="list-style-type: none"> • Begin to talk about what they see, using the weather and extensive vocabulary. (Nursery) • Have an awareness of the seasons (Nursery) • Have an understanding of different clothing needed to go outside. 	<u>Understanding the world</u> <ul style="list-style-type: none"> • Explores and responds to different phenomena in their setting and on trips. • Encourage toddlers and young children to enjoy and explore the natural world. • Begin to develop an understanding of different weathers. • Begin to recognise changing in the surroundings. <hr/> <u>Vocabulary</u> When discussing with children, model using vocabulary such as; Cold, warm, sun, rain, hot, cloud, puddle, rainbow, wet, coat, sun cream, umbrella, hat, trees, shade, leaves, flowers, <hr/> <u>Cross Curricular Links</u> PSED <ul style="list-style-type: none"> • Becoming responsible for own needs. Communication and Language <ul style="list-style-type: none"> • Applying weather vocabulary to the season. Physical Development <ul style="list-style-type: none"> • Practise fundamental skill of walking on welly walk. 	
<u>Substantive knowledge – By the end of the topic</u> <ul style="list-style-type: none"> • Children can recognise the different occurrences during weather patterns e.g. puddles during rain. • Children can talk about what they see in the weather e.g. it is sunny • Children are beginning to understand the need of different clothing needed to go outside in the weathers. • Children can begin to develop an awareness of season, especially Summer. 	<u>Scientific Enquiry</u> <u>Observation over time</u> <ul style="list-style-type: none"> • How has weather changed throughout the day? • How is the weather different to yesterday? <u>Research using secondary sources</u> <ul style="list-style-type: none"> • Weather in story books. 	

Nursery

<u>Nursery – Who lives in my house?</u>	<u>Autumn 1 – Who is in my family?</u>	<u>Biology</u> <u>Humans</u>
<p><u>Prior Learning</u></p> <ul style="list-style-type: none"> Explore natural materials, indoors and outside. (Birth to three) Make connections between the features of their family and other families. (Birth to three) Notice differences between people. (Birth to three) <p><u>Next Steps after Unit</u></p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. (Reception) Name and describe people who are familiar to them. (Reception) Describe what they see, hear and feel whilst outside. (Reception) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 – Animals, including humans). 	<p><u>Understanding the world</u></p> <ul style="list-style-type: none"> Begin to use all their senses in hands-on exploration of natural materials. Begin to make sense of their own life-story and family's history. Begin to understand the key features of the life cycle of a plant and an animal Name a variety of human body parts and understand what we use different body parts for. 	
	<p><u>Vocabulary</u> Model and encourage children to use vocabulary such as:</p> <ul style="list-style-type: none"> grow, change, baby, toddler, child, adult, old person, smell, taste, touch, feel, hear, see, blind, deaf <p>Expose children to supplementary vocabulary such as: life cycle, senses, elderly, die (if appropriate)</p>	
	<p><u>Cross Curricular Links</u></p> <p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing. <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. 	
<p><u>Substantive knowledge – By the end of the topic</u></p> <ul style="list-style-type: none"> Talk about how they have changed since they were babies. Can name a variety of body parts. describe humans at different ages/life stages. Can talk about how they look after themselves and compare this to how a baby is looked after. Can compare smells, sounds, tastes and textures. Can talk about how they use their senses when exploring the world around them and natural objects. 	<p>Scientific Enquiry</p> <p><i>Classification</i></p> <ul style="list-style-type: none"> Sort images of humans according to their age. Sort using different senses. Which do you like/not like? <p><i>Observing over time</i></p> <ul style="list-style-type: none"> How does a baby change over time? <p><i>Research using secondary sources</i></p> <ul style="list-style-type: none"> Find out about the human life-cycle from an expectant mother, parent with a baby and elderly person. 	

<u>Nursery – Family</u> <u>Who lives in my house?</u>	<u>Autumn 2 – What kind of house do I live in?</u>	<u>Chemistry</u> <u>Materials and Changing Materials</u>
<p><u>Prior Learning</u></p> <ul style="list-style-type: none"> Explore materials with different properties. (Birth to three) Explore natural materials, indoors and outside. (Birth to three) <p><u>Next Steps after Unit</u></p> <ul style="list-style-type: none"> Explore the natural world around them. (Reception) Describe what they see, hear and feel whilst outside. (Reception) Distinguish between an object and the material from which it is made. (Y1 – Everyday materials) 	<p><u>Understanding the world</u></p> <ul style="list-style-type: none"> Begin to use all their senses in hands-on exploration of natural materials. Begin to explore collections of materials with similar and/or different properties. Begin to develop an awareness the differences between materials and changes they notice 	
	<p><u>Vocabulary</u></p> <p>Model and encourage children to use vocabulary such as:</p> <ul style="list-style-type: none"> mix, stir, change, burn, melt, hard, runny, set, freeze, freezer, cold, blended, hard, soft, bendy, stiff, wobbly, wood, plastic, paper, card, fabric <p>Expose children to supplementary vocabulary such as:</p> <ul style="list-style-type: none"> solid, liquid, rigid, stronger, weaker 	

<ul style="list-style-type: none"> Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Y1 – Everyday materials) Describe the simple physical properties of a variety of everyday materials. (Y1 – Everyday materials) Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1 – Everyday materials) 	<p><u>Cross Curricular Links</u></p> <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.
<p><u>Substantive knowledge – By the end of the topic</u></p> <ul style="list-style-type: none"> Can name the material they are using. Can talk about one property of a material. Can talk about how materials change when heated. Can talk about how materials change when frozen 	<p><u>Scientific Enquiry</u></p> <p><i>Classification</i></p> <ul style="list-style-type: none"> Sort images of humans according to their age. Sort using different senses. Which do you like/not like? <p><i>Observing over time</i></p> <ul style="list-style-type: none"> How does a baby change over time? <p><i>Research using secondary sources</i></p> <ul style="list-style-type: none"> Find out about the human life-cycle from an expectant mother, parent with a baby and elderly person.

<p><u>Nursery –Insects</u> <u>Is an insect the same as a bug?</u></p>	<p><u>Spring 1- What lurks in the pond?</u></p>	<p><u>Biology</u> <u>Living things and their habitats</u></p>
<p><u>Prior Learning</u></p> <ul style="list-style-type: none"> Explore natural materials, indoors and outside. (Birth to three) <p><u>Next Steps after Unit</u></p> <ul style="list-style-type: none"> Draw information from a simple map. (Reception) Explore the natural world around them. (Reception) Describe what they see, hear and feel whilst outside. (Reception) Recognise some environments that are different to the one in which they live. (Reception) 	<p><u>Understanding the world</u></p> <ul style="list-style-type: none"> Recognise, name and know the sounds of common farm animals Begin to develop an awareness that different birds make differ Continue to develop their understand for the need to respect and care for the natural environment and all living things. <p>Model and encourage children to use vocabulary such as:</p> <ul style="list-style-type: none"> natural, plant, animal, leaves, seeds, conkers, acorns, twigs, bark, shells, feathers, pebbles, stones, same, different, pattern <p>Expose children to supplementary vocabulary such as: living, dead, similar</p> <p><u>Cross Curricular Links</u></p> <p>Mathematics</p> <ul style="list-style-type: none"> Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. 	
<p><u>Substantive knowledge – By the end of the topic</u></p> <ul style="list-style-type: none"> Can name and describe objects in the collection, including patterns they notice on them. Can group similar objects together. Can draw natural objects, including some patterns observed on them. Can identify natural objects that have come from plants and animals. Children do not damage the living things they encounter in the natural environment. Children show care and encourage others to care for things they encounter in the natural environment. 	<p><u>Scientific Enquiry</u></p> <p><i>. Classification</i></p> <ul style="list-style-type: none"> Find and identify natural objects to include in the collection. Which natural objects are from plants, animals or neither? 	

<u>Nursery – What do I know about the amazing animals in my book?</u>	<u>Spring 2- What can we get from a farm animal?</u>	<u>Biology</u> <u>Animals (not including Humans)</u>
<p><u>Prior Learning</u></p> <ul style="list-style-type: none"> Explore natural materials, indoors and outside. (Birth to three) <p><u>Next Steps after Unit</u></p> <ul style="list-style-type: none"> Recognise some environments that are different to the one in which they live. (Reception) Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 – Animals, including humans) Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 – Animals, including humans) Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 – Animals, including humans) 	<p><u>Understanding the world</u></p> <ul style="list-style-type: none"> Begin to understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. <p><u>Vocabulary</u> Model and encourage children to use vocabulary such as:</p> <ul style="list-style-type: none"> egg, chick, bird, caterpillar, cocoon, chrysalis, butterfly, 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 <p>Expose children to supplementary vocabulary such as: life cycle, mane, webbed feet</p> <p><u>Cross Curricular Links</u></p> <p>Mathematics</p> <ul style="list-style-type: none"> Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. 	
<p><u>Substantive knowledge – By the end of the topic</u></p> <ul style="list-style-type: none"> Can name and describe animals they have encountered. Can talk about how they cared for the eggs/animals. Can describe how the animals changed over time. Can match animals to their young and name them. 	<p><u>Scientific Enquiry</u></p> <p><i>Observing over time</i></p> <ul style="list-style-type: none"> How does the ... change over time? <p><i>Researching using secondary sources</i></p> <ul style="list-style-type: none"> Find out more about the life cycles of the animals observed. <p><i>Classification</i></p> <ul style="list-style-type: none"> Match animals and their young. 	

<u>Nursery – Mary, Mary quite contrary. How does your garden grow?</u>	<u>Summer 1 – How does Mary’s garden grow?</u>	<u>Biology</u> <u>Plants</u>
<p><u>Prior Learning</u></p> <ul style="list-style-type: none"> Explore natural materials, indoors and outside. (Birth to three) <p><u>Next Steps after Unit</u></p> <ul style="list-style-type: none"> 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 Observe and describe how seeds and bulbs grow into mature plants. (Y2 – Plants) Find out and describe how plants need water, light and a 	<p><u>Understanding the world</u></p> <ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. <p><u>Vocabulary</u> Model and encourage children to use vocabulary such as:</p> <ul style="list-style-type: none"> plant, leaf, stem, branch, root, bark, flower, petal, seed, berry, fruit, vegetable, bulb, plant, hole, dig, water, weed, grow, shoot, die, dead, soil, names of plants they grow <p>Expose children to supplementary vocabulary such as: seedling, healthy, unhealthy, strong, sturdy, wilting, decay, mould, life cycle</p>	

<p>suitable temperature to grow and stay healthy. (Y2 – Plants)</p> <ul style="list-style-type: none"> Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 – Plants) 	<p><u>Cross Curricular Links</u></p> <p>Mathematics</p> <ul style="list-style-type: none"> Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details.
<p><u>Substantive knowledge – By the end of the topic</u></p> <ul style="list-style-type: none"> Can describe some differences between seeds and bulbs. Can identify seeds and bulbs. Can talk about how they planted and cared for seeds and bulbs. Can explain that a seed or bulb grew into a plant and then died. Children do not damage the living things they encounter in the natural environment. Children show care and encourage others to care for things they encounter in the natural environment 	<p><u>Scientific Enquiry</u></p> <p><i>Comparative testing</i></p> <ul style="list-style-type: none"> Compare how quickly different seeds/bulbs germinate. Compare how different vegetable tops grow. <p><i>Observing over time</i></p> <ul style="list-style-type: none"> How does a plant change as it grows? What happens to fruit, vegetables and flowers when left over time? <p><i>Researching using secondary sources</i></p> <ul style="list-style-type: none"> Look at seed and bulb packets to learn how to plant and care for them.

<u>Nursery – What can I do with water?</u>	<u>Summer 2- Will it float or does it sink?</u>	<u>Physics Forces</u>
<p><u>Prior Learning</u></p> <ul style="list-style-type: none"> Explore natural materials, indoors and outside. (Birth to three) <p><u>Next Steps after Unit</u></p> <ul style="list-style-type: none"> Explore the natural world around them. (Reception) Describe what they see, hear and feel whilst outside. (Reception) Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2 – Uses of everyday materials) 	<p><u>Understanding the world</u></p> <ul style="list-style-type: none"> Begin to explore how things work. Begin to explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice <p><u>Vocabulary</u></p> <p>Model and encourage children to use vocabulary such as:</p> <ul style="list-style-type: none"> object, float, sink, water, up, down, top, bottom, push, pull, magnet, spring, squash, bend, twist, stretch, turn, spin, smooth, rough, fast, slow <p>Expose children to supplementary vocabulary such as: rising, falling, attract, repel, faster, slower, pulley, gear, elastic</p> <p><u>Cross Curricular Links</u></p> <p>Expressive Arts and Design</p> <p>Join different materials and explore different textures.</p>	
<p><u>Substantive knowledge – By the end of the topic</u></p> <ul style="list-style-type: none"> Can identify objects that float and sink. Can identify objects whose shape can be changed and talk about how they changed their shape. Can describe what they feel when exploring magnets. Can describe what they feel and see when pushing, pulling, bending and twisting objects e.g. springs, elastics, wind-up toys, gears, pulleys etc. Can describe what they feel when riding bikes and scooters on different surfaces and ramps. 	<p><u>Scientific Enquiry</u></p> <p><i>Comparative testing</i></p> <ul style="list-style-type: none"> Compare the path of different wind-up toys. Compare how far different wind-up toys move. Compare the speed and direction of gears. Compare how easy or hard it is to lift an object with or without a pulley. Compare how easy it is to ride a scooter or bike on different surfaces. <p><i>Classification</i></p> <ul style="list-style-type: none"> Sort objects according to whether they float or sink. Sort objects/materials according to whether their shape can be changed. 	

Reception

Reception – What do I know about me?	<u>Autumn 1</u> How am I part of my family?	<u>Biology</u> Humans
<p><u>Prior Learning</u></p> <ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. (Nursery) Begin to make sense of their own life-story and family's history. (Nursery) Understand the key features of the life cycle of a plant and an animal. (Nursery) Begin to understand the need to respect and care for the natural environment and all living things. (Nursery) <p><u>Next Steps after Unit</u></p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 – Animals, including humans) 	<p><u>Understanding the world</u></p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. 	
	<p><u>Vocabulary</u> - Model and encourage children to use vocabulary such as:</p> <p>hair (black, brown, dark, light, blonde, ginger, grey, white, long, short, straight, curly), eyes (blue, brown, green, grey), skin (black, brown, white), big/tall, small/short, bigger/smaller, baby, toddler, child, adult, old person, old, young, brother, sister, mother, father, aunt, uncle, grandmother, grandfather, cousin, friend, family, boy, girl, man, woman</p> <p>Expose children to supplementary vocabulary such as: bald, elderly, wrinkles, male, female, freckles</p>	
	<p><u>Cross Curricular Links</u></p> <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> See themselves as a valuable individual. Manage their own needs. <p>Physical Development</p> <ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: regular physical activity; healthy eating; toothbrushing; sensible amounts of 'screen time'; having a good sleep routine; being a safe pedestrian. Further develop the skills they need to manage the school day successfully: lining up and queuing; mealtimes; personal hygiene. <p>Mathematics</p> <ul style="list-style-type: none"> Compare length, weight and capacity. 	
<p><u>Substantive knowledge – By the end of the topic</u></p> <ul style="list-style-type: none"> Can describe themselves, family, friends and community. Can create pictures of themselves, family, friends and community and identify their distinguishing features. Can talk about what they see when using a mirror. Can compare hand, foot and fingerprints and talk about how they are different. Can talk about how they look after themselves and how other people look after them. 	<p><u>Scientific Enquiry</u></p> <p><i>Classification</i></p> <ul style="list-style-type: none"> Sort images of people according to their characteristics. <p><i>Researching using secondary sources</i></p> <ul style="list-style-type: none"> Find out information from visitors (dentist, nurse etc.). <p><i>Pattern seeking</i></p> <ul style="list-style-type: none"> Are taller children faster? Are taller children stronger? 	

<u>Reception –</u> Who's afraid of the Big Bad Wolf?	<u>Autumn 2- Where do the characters</u> in my fairytale live?	<u>Biology</u> Animals not including humans
<p><u>Prior Learning</u></p> <ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Begin to understand the need to respect and care for the natural environment and all living things. <p><u>Next Steps after Unit</u></p> <ul style="list-style-type: none"> Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 – Plants) Explore and compare the differences between things that are living, dead, and things that have never been alive. (Y2) 	<p><u>Understanding the world</u></p> <ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. 	
	<p><u>Vocabulary</u> - Model and encourage children to use vocabulary such as:</p> <ul style="list-style-type: none"> plant, tree, bush, flower, vegetable, herb, weed, animal, names of plants and animals they see, name of a contrasting environment e.g. beach, forest <p>Expose children to supplementary vocabulary such as: environment</p>	

<p>– Living things in their habitat)</p> <ul style="list-style-type: none"> Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 – Living things in their habitat) 	<p><u>Cross Curricular Links</u></p> <p>PSED</p> <ul style="list-style-type: none"> Children can demonstrate the importance of caring for the natural environment.
<p><u>Substantive knowledge – By the end of the topic</u></p> <ul style="list-style-type: none"> Can name and describe plants and animals in the school grounds and their environment. Can talk about how another environment is different to their surrounding natural environment. Children do not damage the living things they encounter in the natural environment. 	<p><u>Scientific Enquiry</u></p> <p><i>Classification</i></p> <ul style="list-style-type: none"> Name and describe plants and animals they find in the school grounds. <p><i>Pattern seeking</i></p> <ul style="list-style-type: none"> Look for minibeasts in different areas of the school grounds. Look for plants in different areas of the school grounds.

<p><u>Reception</u> Where would the naughty bus travel?</p>	<p><u>Spring 1- How can the naughty bus travel to different places?</u></p>	<p><u>Physics</u> <u>Forces</u></p>
<p><u>Prior Learning</u></p> <ul style="list-style-type: none"> Explore how things work. (Nursery) Explore and talk about different forces they can feel. (Nursery) Talk about the differences between materials and changes they notice. (Nursery) <p><u>Next Steps after Unit</u></p> <ul style="list-style-type: none"> Compare how things move on different surfaces. (Y3 – Forces and magnets) Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. (Y5 – Forces) Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. (Y5 – Forces) 	<p><u>Understanding the world</u></p> <ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel whilst outside. <p><u>Vocabulary</u> - Model and encourage children to use vocabulary such as:</p> <ul style="list-style-type: none"> 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 <p>Expose children to supplementary vocabulary such as: force, rotate, solid, liquid, gravity</p> <p><u>Cross Curricular Links</u></p> <p>PD</p> <ul style="list-style-type: none"> Explore different textures with their hands. 	
<p><u>Substantive knowledge – By the end of the topic</u></p> <ul style="list-style-type: none"> Can talk about how they changed objects to make them float or sink. Can talk about how they changed how cars move down ramps or gutters. Can talk about how they changed how wheels turn when sand or water is poured through them. Can talk about how they changed how balls bounce. Can compare how different boats and airplanes performed. Can describe how objects fall with and without a parachute. Can describe how a marble moves through different liquids. 	<p><u>Scientific Enquiry</u></p> <p><i>Comparative testing</i></p> <ul style="list-style-type: none"> Compare how cars move down ramps/gutters. Compare how wheels turn when sand or water is poured through. Compare how objects fall with and without parachutes. Compare how different balls bounce. Compare how things move when blown. Compare how a marble moves through different liquids. Compare how different paper airplanes fly. 	

<u>Reception- How do we know the pirates are coming?</u>	<u>Spring 2 – What is the best material for a pirate ship?</u>	<u>Chemistry</u> <u>Materials and changing materials</u>
<p><u>Prior Learning</u></p> <ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. (Nursery) Explore collections of materials with similar and/or different properties. (Nursery) Talk about the differences between materials and changes they notice. (Nursery) <p><u>Next Steps after Unit</u></p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. (Y1 – Everyday materials) Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Y1 – Everyday materials) Describe the simple physical properties of a variety of everyday materials. (Y1 – Everyday materials) Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1 – Everyday materials) 	<p><u>Understanding the world</u></p> <ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel whilst outside. <p><u>Vocabulary</u> - Model and encourage children to use vocabulary such as:</p> <ul style="list-style-type: none"> 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 <p>Expose children to supplementary vocabulary such as: solid, liquid, gas, most suited</p> <p><u>Cross Curricular Links</u></p> <p>Communication and Language</p> <ul style="list-style-type: none"> Using descriptive language to talk about different materials using newly introduced vocabulary. 	
<p><u>Substantive knowledge – By the end of the topic</u></p> <ul style="list-style-type: none"> Can name the material they are using and why. Can talk about multiple properties of the material and why it is suited for its purpose. Can observe changes in their natural world and say why it is different now or will change in the future. Can compare and describe how materials change over time and in different conditions. 	<p><u>Scientific Enquiry</u></p> <p><i>Comparative testing</i></p> <ul style="list-style-type: none"> How quickly do ice cubes melt in different areas of the playground? <p><i>Observing over time</i></p> <ul style="list-style-type: none"> How does the block of ice change over time? How does a snowman change over time? How does cake mixture/bread dough change as it is cooked? 	

<u>Reception – Would we see a dinosaurs in Timperley Village?</u>	<u>Summer 1 – Which is the best habitat for a dinosaur to live in?</u>	<u>Biology</u> <u>Living things and their habitats</u>
<p><u>Prior Learning</u></p> <ul style="list-style-type: none"> Understand the key features of the life cycle of a plant and an animal. (Nursery) Begin to understand the need to respect and care for the natural environment and all living things. (Nursery) <p><u>Next Steps after Unit</u></p> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 – Animals, including humans) Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 – Animals, including humans) Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 – Animals, including humans) 	<p><u>Understanding the world</u></p> <ul style="list-style-type: none"> Recognise some environments that are different to the one in which they live. <p><u>Vocabulary</u> - Model and encourage children to use vocabulary such as:</p> <ul style="list-style-type: none"> names of animals, live, on land, in water, jungle, desert, North Pole, South Pole, sea, hot, cold, wet, dry, snow, ice <p>Expose children to supplementary vocabulary such as: environment, polar regions, ocean, camouflage</p> <p><u>Cross Curricular Links</u></p> <p><u>Physical Development</u></p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping; climbing.</p>	
<p><u>Substantive knowledge – By the end of the topic</u></p> <ul style="list-style-type: none"> Can name and describe animals that live in different habitats. Can describe different habitats 	<p><u>Scientific Enquiry</u></p> <p><i>Classification</i></p> <ul style="list-style-type: none"> Sort animals according to where they live. <p><i>Researching using secondary sources</i></p> <ul style="list-style-type: none"> Learn how animals from a different habitat are cared for. Learn about animals in a different habitat. 	

<u>Reception –</u> <u>Why are vegetables super?</u>	<u>Summer 2 –</u> <u>What does a plant need to grow?</u>	<u>Biology</u> <u>Plants</u>
<p><u>Prior Learning</u></p> <ul style="list-style-type: none"> Understand the key features of the life cycle of a plant and an animal. (Nursery) Begin to understand the need to respect and care for the natural environment and all living things. (Nursery) <p><u>Next Steps after Unit</u></p> <ul style="list-style-type: none"> 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 Observe and describe how seeds and bulbs grow into mature plants. (Y2 – Plants) Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Y2 – Plants) Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 – Plants) 	<p><u>Understanding the world</u></p> <ul style="list-style-type: none"> To recognise the importance of trees. To know what plants, need to grow To know that plants and flowers grow in the spring and the summer and recall seasonal changes. <p><u>Vocabulary -</u></p> <p>Plant, tree, shoot, seed, seedling, light, soil, water, air,</p> <p><u>Cross Curricular Links</u></p> <p>PSED</p> <ul style="list-style-type: none"> Looking after the natural environment and recognising that plants need care. <p><u>Physical Development</u></p> <ul style="list-style-type: none"> Using fine motor skills to pick up seeds when planting. 	
<p><u>Substantive knowledge – By the end of the topic</u></p> <ul style="list-style-type: none"> Can recognise a range of plants and trees in our school environment. Can recognise changes which happen to plants throughout the year. Can understand that fruits and vegetables grow and can be eaten. Understand the life-cycle of a plant over time. Children can recognise the ways which they show responsibility to the natural environment. 	<p><u>Scientific Enquiry</u></p> <p><i>Observation over time</i></p> <ul style="list-style-type: none"> To grow a range of plants in the outdoor provision. To observe changes to plants over time. <p><i>Classifying and grouping and identifying</i></p> <ul style="list-style-type: none"> To group plants and trees based on similar characteristics. To identify plants and trees in our school environment. 	

