

Class 1	Autumn Term	Spring Term	Summer Term
EYFS	<p><b>Me and my small world</b> Children explore the features of animals including humans. Children will start by identifying and naming farm animals and their habitats.</p> <p><b>What's in my basket?</b> In this block, children are introduced to fruits and vegetables. Children should explore real-life examples of fruit and vegetables and should be encouraged to think about size, shape, colour and simple features when comparing them.</p> <p><b>Let's go outside</b> In this block, children explore the natural world around them. They will be provided with opportunities for them to access the outdoor environment and local area regularly. This will ensure children experience naturally-occurring changes.</p> <p><b>Night and day</b> In this block, children are introduced to the word 'nocturnal' and learn that nocturnal animals are awake and active at night. They will also learn that these animals sleep during the day, when humans are awake.</p>	<p><b>Changes in Winter</b> In this block, children observe and discuss seasonal changes in winter, such as cold, freezing temperatures and that some trees have no leaves. Discuss how winter clothing is important to keep us warm. Within this, children can be introduced to other climates, such as polar climates, where temperatures are typically low.</p> <p><b>Let it flow</b> In this block, children investigate the concept of floating and sinking and explore transporting materials using a range of containers. They will explore materials such as sand and mud when they are both wet and dry and use the language relating to this, for example, 'wet', 'dry', 'fill' and 'pour'. Give children time and opportunity to mix and explore materials in provision.</p> <p><b>Senses</b> In this block, children build on the knowledge of their bodies from Block 1. They explore the senses of sight, touch, sound, smell and taste and identify which part of their body they use.</p> <p><b>What's changed?</b> In this block, provide children with the opportunity to practically explore simple changes. This could be explored through activities such as investigating what happens when water is added to cornflour or by melting chocolate. This could link to children's prior experience of baking. Encourage children to discuss the simple changes they observe</p>	<p><b>From desert to jungle</b> In this block, children will further develop their understanding of contrasting habitats by exploring different environments from the one in which they live. Show children pictures and videos of environments, including the jungle and desert, and point out key features. Describe the different climates of each habitat, such as the hot and dry desert compared to the rainy and humid jungle.</p> <p><b>We are waiting for the schemes to be released for the following units of learning:</b></p> <p>Watch it grow</p> <p>Animal detectives</p> <p>Pushes and pulls</p>

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Year 1	<p><b>The human body</b> Children will learn how to identify the head, neck, arms, elbows, hands, legs, knees, feet, face, ears, eyes, nose, hair, mouth and teeth.</p> <p><b>Seasonal changes</b> Children look at seasonal changes in autumn. Children should understand that there are four seasons in a year. Children should observe changes across a year and make comparisons between the seasons based on weather patterns, the hours of daylight and changes in plant and animal life. It is essential that children use their local area throughout the year to help them identify similarities and differences between the seasons.</p> <p><b>Materials</b> Children begin to explore materials. They focus on wood, plastic, glass and metal objects and sort them into different categories, such as hard and soft.</p> <p><b>Seasonal changes</b> Children learn that, in winter, the weather is colder than during the rest of the year, there are fewer hours of daylight. Children can observe that some trees have no leaves in winter and some trees have kept their green leaves.</p>	<p><b>Planting A</b> Children explore plant growth. They begin an observation over time enquiry to explore how the things they have planted change throughout the year. In this block, children plant seeds and observe any changes in growth over the rest of the term.</p> <p><b>Animals</b> Children are introduced to the word “mammal” for the first time. Children learn that a mammal is an animal that has fur or hair on its body. They will build on this understanding and look at other characteristics of mammals, such as being warm-blooded and giving birth to live young, in later year groups.</p> <p><b>Caring for the planet (sustainability)</b> Children think about our planet and why it is important to care for it. They explore their role in looking after the planet to create a sustainable future for themselves and future generations.</p> <p><b>Seasonal changes</b> Children should identify that we start to see more daylight in spring compared to winter and the weather is generally warmer. They also make the connection between more daylight and shorter night times.</p> <p><b>Planting B</b> Children continue to explore plant growth over time by planting during spring.</p>	<p><b>Plants</b> Children name and identify the roots, stem, leaves and flowers, including the petals, of a flowering plant.</p> <p><b>Planting C</b> Children explore how the seeds they planted in spring have changed over time. Children should look at the growth of their plants, and should describe the changes in the plants from planting blocks A and B.</p> <p><b>Growing and cooking</b> Children look at how some plants can be grown and eaten for food. Children are introduced to farming and how fruits and vegetables can be grown on a mass scale.</p> <p><b>Seasonal changes</b> Children should be able to observe that there is more plant growth in summer and that many animal numbers are at their peak. Children should identify that the number of hours of daylight are the greatest in summer and the average temperatures are the warmest compared to the other seasons.</p>