

		CUBS 2-3 years	BEARS 3-4 years	RECEPTION 4-5 years	YEAR 1	YEAR 2
		SEE SEPARATE DOCUMENT FOR CUBS AND BEARS LINKED TO TERMLY TOPIC FOCUS				
Substantive Knowledge	Animals, including humans	Autumn 2 – All about me and Families Spring 4 - Spring and New life Summer 6 - Wild animals	Autumn 1 - All about me and Traditional tales Spring 3 – Winter and Food Spring 4 - Spring and New life	<p>Autumn B1 -Me and my small world Autumn B3 - Senses Autumn B6 - Night and day Spring B1 - Changes in Winter Spring B3 - From jungle to desert Spring B5 – Animal detectives Summer B1 – From city to sea Summer B4 – Happy and healthy Summer B6 – We’re going on an animal hunt</p> <ul style="list-style-type: none"> Explore the natural world around them. (R) Understand the effect of changing seasons on the natural world around them. (R) Recognise some environments that are different from the one in which they live. (R) Begin to understand the need to respect and care for the natural environment and all living things. (3+4) Know and talk about the different factors that support their overall health and wellbeing...(R – PSED) Describe what they see, hear and feel whilst outside. (R) <p>Characteristics of a scientist:</p> <ul style="list-style-type: none"> Make links between ideas Identify, sort and group Have a go Shows curiosity using their senses Develop strategies for doing things. Ask questions to find out more. Children investigate and experience things Notices similarities, difference and changes Observe and suggest an answer to a question Ask 'how' and 'why' questions Children concentrate and keep on trying if they encounter difficulties Talk about what they have done and found out Record what they notice 	<p>Autumn B1 The human body Spring B2 – Animals</p> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals 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) 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>Autumn B1 - Animals needs for survival Autumn B2 – Humans Spring B2- Living things and their habitats Summer B2/B4 – Growing up</p> <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Substantive Knowledge

<u>Living things and their habitats</u>		<u>Summer 6 – Jungle and The seaside</u>	<u>Autumn B6 - Night and day</u> <u>Spring B3 - From jungle to desert</u> <ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them. (R) Recognise some environments that are different from the one in which they live. (R) <u>Characteristics of a scientist:</u> <ul style="list-style-type: none"> Develop strategies for doing things. Ask questions to find out more. Make links between ideas Identify, sort and group 		<u>Spring B2- Living things and their habitats</u> <u>Summer B2/B4 – Growing up</u> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including microhabitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food
<u>Plants</u>	<u>Spring 4 - Spring and New life</u>	<u>Spring 3 – Winter and Food</u> <u>Spring 4 - Spring and New life</u> <u>Summer 6 – Jungle and The seaside</u>	<u>Autumn B2 - What's in my basket</u> <u>Spring B1 - Changes in Winter</u> <u>Spring B4 – Watch it grow</u> <u>Summer B1 – From city to sea</u> <u>Summer B5– our wonderful world</u> <ul style="list-style-type: none"> Talk about the differences between materials and changes they notice. (3-4) Understand the effect of changing seasons on the natural world around them. (R) Plant seeds and care for growing plants. (3+4) Understand the key features of the life cycle of a plant and an animal. (3+4) Recognise some environments that are different from the one in which they live. (R) Begin to understand the need to respect and care for the natural environment and all living things. (3+4) <u>Characteristics of a scientist:</u> <ul style="list-style-type: none"> Explore and test own ideas Children investigate and experience things Notices similarities, difference and changes Enjoy achievements Make observations using simple equipment Ask 'how' and 'why' questions Make links between ideas Ask questions to find out more 	<u>Spring B1 - Planting A</u> <u>Spring B5 - Planting B</u> <u>Summer B1 - Plants</u> <u>Summer B2 - Planting C</u> <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<u>Spring B1 - Plants (light and dark) Part 1</u> <u>Spring B3 - Plants (light and dark) Part 2</u> <u>Summer B1/B3 - Plants bulbs and seeds</u> <ul style="list-style-type: none"> 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

Substantive Knowledge

<h2 style="margin: 0;"><u>Materials</u></h2>	<p><u>Autumn 1 - Nursery rhymes and Colour</u> <u>Autumn 2 – All about me and Families</u> <u>Spring 3 - Winter and Dinosaurs</u> <u>Spring 4 - Spring and New life</u> <u>Summer 5 - Transport</u> <u>Summer 6 - Wild Animals</u></p>	<p><u>Autumn 1 - All about me and Traditional tales</u> <u>Autumn 2 - Celebrations and Favourite stories</u> <u>Spring 3 – Winter and Food</u> <u>Spring 4 - Spring and New life</u> <u>Summer 5 -Transport and Journeys</u> <u>Summer 6 – Jungle and The seaside</u></p>	<p><u>Autumn B4 - Let's go outside</u> <u>Autumn B5 - What's changed</u> <u>Spring B2 - Let it flow</u> <u>Spring B6 – Pushes and pulls</u> <u>Summer B3 – Test it out</u> <u>Summer B5– our wonderful world</u></p> <ul style="list-style-type: none"> • Explore the natural world around them. (R) • Describe what they see, hear and feel whilst outside. (R) • Understand the effect of changing seasons on the natural world around them. (R) • Talk about the differences between materials and changes they notice. (3+4) • Explore how things work. (3+4) • Explore and talk about different forces they can feel. (3+4) • Begin to understand the need to respect and care for the natural environment and all living things. (3+4) <p>Characteristics of a scientist:</p> <ul style="list-style-type: none"> • Children concentrate and keep on trying if they encounter difficulties. • Collect simple information and mark make. • Children investigate and experience things. • Talk about what they have done and found out. • Children have and develop their own ideas • Makes attempts to solve problems • Develop strategies for doing things • Explore and test their own ideas • Enjoy achievements • Ask questions to find out more 	<p>Autumn B3 – Materials</p> <ul style="list-style-type: none"> • 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 	<p>Autumn B3 – Materials</p> <ul style="list-style-type: none"> • 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
<h2 style="margin: 0;"><u>Seasonal Changes</u></h2>	<p><u>Autumn 1 - Nursery rhymes and Colour</u> <u>Autumn 2 – All about me and Families</u> <u>Spring 3 - Winter and Dinosaurs</u> <u>Spring 4 - Spring and New life</u> <u>Summer 6 - Wild animals</u></p>	<p><u>Autumn 1 - All about me and Traditional tales</u> <u>Autumn 2 - Celebrations and Favourite stories</u> <u>Spring 3 – Winter and Food</u> <u>Spring 4 - Spring and New life</u> <u>Summer 6 – Jungle and The seaside</u></p>	<p><u>Autumn B4 - Let's go outside</u> <u>Autumn B6 - Night and day</u> <u>Spring B1 - Changes in Winter</u> <u>Summer B2 -Look all around</u></p> <ul style="list-style-type: none"> • Explore the natural world around them. (R) • Describe what they see, hear and feel whilst outside. (R) • Understand the effect of changing seasons on the natural world around them. (R) <p>Characteristics of a scientist:</p> <ul style="list-style-type: none"> • Children concentrate and keep on trying if they encounter difficulties. • Collect simple information and mark make. • Develop strategies for doing things. • Ask questions to find out more. • Children investigate and experience things • Notices similarities, difference and changes • Shows curiosity using their senses 	<p>Autumn B2 – Seasonal changes (autumn) Autumn B4– Seasonal changes (winter) Spring B4– Seasonal changes (spring) Summer B4– Seasonal changes (summer)</p> <ul style="list-style-type: none"> • Observe changes across the 4 seasons • Observe and describe weather associated with the seasons and how day length varies 	

Disciplinary Knowledge Working Scientifically

<u>Ask questions</u>				<ul style="list-style-type: none"> Ask simple questions. 	<ul style="list-style-type: none"> Ask simple questions and recognise that they can be answered in different ways.
<u>Plan</u>				<p>Planning is not explicitly mentioned in the KS1 curriculum however, if appropriate, children can verbally state what they will investigate, what they will change and what they will keep the same.</p>	
<u>Make observations</u>				<ul style="list-style-type: none"> Observe closely. 	<ul style="list-style-type: none"> Observe closely, using simple equipment.
<u>Take measurements</u>				<ul style="list-style-type: none"> Carry out simple tests using non-standard measurements when appropriate. 	<ul style="list-style-type: none"> Perform simple tests using standard units when appropriate.
<u>Gather, record and classify data</u>				<ul style="list-style-type: none"> Gather and record simple data. Sort objects and living things into groups based on simple properties. 	<ul style="list-style-type: none"> Gather and record data to help in answering questions. Identifying and classifying.
<u>Present findings</u>				<ul style="list-style-type: none"> Explain what they found out to an adult or a partner. 	<ul style="list-style-type: none"> Talk about what they have found out and how they found it out. (non-statutory)
<u>Answer questions and make conclusions</u>				<ul style="list-style-type: none"> Answer simple questions. 	<ul style="list-style-type: none"> Use their observations and ideas to suggest answers to questions.