

ience Yearly Coverage, Progression and Planning

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	Nursery	Reception	Year 1			Year 2		
Autumn 1	<p>Know that fruit and vegetables are plants.</p> <p>Know that some vegetables grow underground and they look different above and below the ground.</p> <p>Understand the key features of the life cycle of a plant.</p> <p>Develop an understanding of growth, decay and changes over time, e.g. observing an apple / banana rotting / school compost heap, wet pile of leaves.</p>	<p>To know that people are different and appreciate similarities and differences</p> <p>To identify what makes me unique</p> <p>To identify differences between my appearance and others</p> <p>To identify my favourite places in my community</p> <p>To look closely at ourselves and observe our features</p>	Introduce Seasonal Changes / daily Weather	Week 1	What clothes might you wear in Autumn?	Introduce Living Things and habitats - Builds on Year1 animals and living things / plants	Week 1	I know what is alive and what is not. <i>(classify whether something is alive, not alive and never alive)</i>
				Week 2	I know the four seasons. (autumn, winter, spring, summer)		Week 2	I know what all living things have in common. <i>(explain how we know plants and animals are alive, identify shelters for different animals and plants)</i>
				Week 3	I know what the weather is like in each season		Week 3	I know where plants and animals live. <i>(observe and identify plants and animals, say how we know animals and plants are alive, explain the word microhabitat)</i>
				Week 4	I know why day becomes night		Week 4	I know what plants and animals live in our local environment. <i>(create a survey, identify and observe plants and animals)</i>
				Week 5	Why does day become night?		Week 5	I know what food chains are and how they are connected. <i>(explain what a food chain is, use words such as producer, prey and predator, create a simple food chain)</i>
				Week 6	I know the length of the day changes with the seasons		Week 6	I know why plants and animals need each other. <i>(food chains)</i>
Autumn 2	Show care and concern for living things and the	Reception	Year 1			Year 2		
		<p>To know seasonal changes over time</p> <p>To know that I get older over time.</p>	Introduce Everyday materials	Week 1	I know and can name the 7 materials.	Introduce Animals including Humans	Week 1	I know what an animal is.

	environment, e.g. keep plants alive by watering them.	To name things that we can see outside in winter		Week 2	I know the difference between a material and an object	<i>Builds on Y1 Types of animals</i>	Week 2	I know how animals change as they mature. <i>(observe different life cycles, know how animals change over time)</i>
	Show care and concern for living things and the Environment	To understand in simple terms how fireworks work		Week 3	I know how to describe materials by their properties.		Week 3	I know how we change as we mature. <i>(investigate if being older means you are taller, compare images of humans maturing)</i>
	Name obvious body parts on humans and animals	To know and explain the changes that happen in Autumn		Week 4	I know which materials are waterproof		Week 4	I know what all animals need to stay alive. <i>(explain what animals need to stay alive and how this is different for certain animals)</i>
	Understand the key features of the life cycle of an animal.	To know and understand the difference between hot and cold and how humans react differently		Week 5	I know which materials are transparent, opaque and translucent.		Week 5	I know why we exercise.
	Name some differences between animals, e.g. fur / colour / markings.	To know about the different features of winter		Week 6	I know which material is best for the job and why.		Week 6	I know we eat different types of food. <i>(benefits of water and healthy diet, the effects this has on your body)</i>
	Name more excretions, e.g. snot, tears, blood.							
Spring 1	Explore different materials freely, to develop their ideas about how to use them and what to make.	Reception	Year 1	Year 2		<i>Uses of everyday materials</i>	Week 1	What are materials used for?
	Talk about the differences between	To observe and explain how something works	Introduce Animals, including humans	Week 1	What is an animal?		Week 1	What are materials used for?
				Week 2	What types of animals are there? Mammals and birds		Week 2	What are materials used for?
				Week 3	What types of animals are there? Amphibians, reptiles and fish		Week 3	What happens when we squash, bend, twist or stretch a material.
				Week 4	What is similar and what is different?		Week 4	What's the right material for the job?
				Week 5	What does food tell us about an animal		Week 5	What's the most absorbent material?
				Week 6	What makes me an animal? What senses do I have?		Week 6	Who invented waterproofing?

		Reception	Year 1			Year 2		
Spring 2	materials and changes they notice.	To know that time passes and seasonal changes occur over the year	Plants	Week 1	What are the parts of a plant?	Revisit living things and their habitats	Week 1	Remember what is alive and what is not
	Use all their senses in hands-on exploration of natural materials.	To sequence the life cycle of an animal		Week 2	What are wild plants and where do you find them?		Week 2	What do all living things have in common?
	Explore collections of materials with similar and / or different properties.	To know the names for the off-spring animals		Week 3	What are garden plants and where do you find them?		Week 3	Where do plants and animal alive?
	Know the difference between day and night, dark and light.	To name some common plants		Week 4	What makes a tree?		Week 4	Remember what are food chains?
	Name more weather types, e.g. storm, thunder, lightning, rainbow, cloudy.	To know that plants grow and change over time and what they need		Week 5	PRACTICAL – in the woods – what types of tree are there?		Week 5	How are they connected?
	Know that we wear different clothes for different weather	To sequence the stages of a plant growing		Week 6	Show what you know		Week 6	Show what you know.
	Begin to understand the effect their behaviour can have on the environment.	To look closely at a flower and identify different parts						
		To explain changes that happen in Spring						
		To identify foods that are healthy and foods that are not healthy and create a healthy dish						
		To learn about different fruits and vegetables						
	To talk about similarities and differences in animals including humans							
	To understand what humans need to grow and how they change over time							

	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore how things work, e.g. wind-up toys, pulleys, sets of cogs with pegs and boards.</p>	<p>To sequence the life cycle of a human</p> <p>To name basic parts of the human body including heart and brain</p>						
	<p>Explore and talk about different forces they can feel.</p> <p>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Make observations and talk about what they see, using a wide vocabulary.</p> <p>Ask simple why, when, what questions.</p> <p>Show interested in why things happen.</p>	<p>To know that the earth is getting hotter over time due to climate change</p> <p>I know what animals need to survive.</p> <p>I know how to make a bug hotel and which minibeasts will live there.</p> <p>To identify features of a woodland habitat and the animals that live there</p> <p>To identify features of a Rainforest habitat and the animals that live there</p> <p>To identify features of a polar habitat, the animals that live there and locate them on a globe</p> <p>I know what I can do about climate change</p>	<p>Year 1</p>	<p>Year 2</p>				
Summer 1		<p>Revisiting animals including humans and plants including trees</p>	<p>Week 1</p> <p>Week 2</p> <p>Week 3</p> <p>Week 4</p> <p>Week 5</p> <p>Week 6</p>	<p>I know different animals and their features</p> <p>What does food tell us about an animal?</p> <p>What does food tell us about an animal?</p> <p>What are the parts of a plant?</p> <p>Where can a plant grow?</p> <p>What are deciduous and evergreen trees?</p>	<p>Introduce Plants</p> <p>Builds on Y1 Plants</p>	<p>Week 1</p> <p>Week 2</p> <p>Week 3</p> <p>Week 4</p> <p>Week 5</p> <p>Week 6</p>	<p>How do seeds germinate and what happens?</p> <p>What happens when bulbs sprout?</p> <p>What do plants need to thrive and be healthy??</p> <p>What can happen if plants don't get the things they need?</p> <p>What do I notice about plants around the school?</p> <p>Show what you know.</p>	

		Reception	Year 1			Year 2		
Summer 2	Describe similarities and differences.	I know about the four changing seasons of the year	Second Revisit – plant and animals including humans Plants	Week 1	What are these animals like?	Revisit Plants and Animals including Humans	Week 1	I know what is alive and what is not. I know what all living things have in common.
	Begin to group and sort	To identify features of an under the sea habitat		Week 2	I know what mammals/ birds/ amphibians/ reptiles/ fish.		Week 2	I know where plants and animals live.
		To identify features of a beach habitat		Week 3	I can name and now about common wild plants.		Week 3	I know what food chains are and how they are connected
		To identify features of an ocean habitat		Week 4	I know the structure of a plant.		Week 4	Remember – I know how seeds germinate.
		I know why our oceans are becoming polluted.		Week 5	I know about and can name common garden plants		Week 5	Remember – I know information about animals including humans.
		I know what I need at the beach		Week 6	I know and can name deciduous and evergreen trees.		Week 6	Remember - I know information about animals including humans.
		I know the seasonal changes in the world around me.						
		I know how to take care of myself in the summer						
	To see what can float and sink							