




















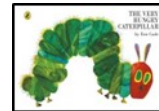
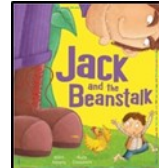

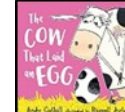



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Nursery Rhymes Exploring Autumn	Sparkle and Shine Me and my community	Winter Wonderland Transport	Can we have a pet? Signs of Spring Long Ago	Lets Explore Sunshine and Sunflowers	Move it! On the beach
Driver	 <p>Leaf man, The Leaf Thief, Pumpkin Soup, A Mouse called Julian, The Hedgehog, A bit lost.</p>	 <p>My body, your body Skin, Love always everywhere, The Baby catalogue, Families, Postman Bear, The Christmas Story, Spots first Christmas..</p>	 <p>Pip and Posy-The snowy day, Jack Frost, Henry's Holiday, We all go travelling by, Car Car Jeep Jeep, Maisy's Bus, Maisy's Train, Guess How Much I Love You</p>	 <p>Mr Wolf's pancakes, Dogs, Smelly Louie, Ginger, Mog and the Vet, Goodbye Winter Hello Spring, The Teeny Weeny Tadpole, The story of Easter.</p>	 <p>In every house on every street, A gift for Amma, The Tiny Seed, Guess how much I love you in summer, Errol's garden, Sunny.</p>	 <p>Which food will you choose? Kitchen disco, Maisy's sports day, Billy's Bucket, Lucy and Tom at the seaside.</p>
Content	<p><u>Living things and their habitats</u></p> <p>Naming and identifying woodland creatures.</p> <p>Role playing a woodland animal and using materials to build themselves home.</p> <p><u>Seasons</u></p> <p>Introduction to seasons and introduction to signs of autumn. Daily weather chart.</p>		<p><u>Materials</u></p> <p>Making boats. Do they float or sink? Introducing that different materials have different properties.</p>	<p><u>Animals including humans</u></p> <p>Taking care of pet</p> <p>Learning about the lifecycle of a chick.</p> <p><u>Seasons</u></p> <p>Introduction to signs of spring.</p>	<p><u>Plants</u></p> <p>Planting sunflower seeds.</p> <p>Discussing how to look after a seed. Exploring different types of seeds</p> <p><u>Seasons</u></p> <p>Introduction to signs of summer.</p>	<p><u>Plants</u></p> <p>Observing a tomato plant grow – linking to foods which are healthy.</p> <p><u>Habitats</u></p> <p>Naming sea creatures.</p> <p>Saying if different creatures would live in water or on sand.</p>



Skills	Naming and identifying Observation		Performing simple tests with support	Observing Beginning to ask simple question about the life cycle of a chick.	Observation Questioning– I wonder why...? I wonder what would happen if....? I wonder how...?	Naming and identifying Observation
Knowledge	<p><u>Living things and their habitats</u></p> <p>Being able to name and identifying woodland creatures and knowing that the creatures live in a woodland habitat.</p> <p><u>Seasons</u></p> <p>Knowing what begins to happen to plants and trees in autumn.</p>		<p><u>Materials</u></p> <p>To being to notice the difference between materials (floating and sinking)</p>	<p><u>Animals including humans</u></p> <p>Knowing that pets need care. Beginning able to say what pets need to stay alive.</p> <p>Knowing the key features of the life cycle of a chick.</p> <p><u>Seasons</u></p> <p>Knowing what beings to happen to plants in spring.</p>	<p><u>Plants</u></p> <p>Knowing that plants grow from a seed.</p> <p>Knowing that a plant needs care and beginning to talk about what a plant needs to grow.</p> <p><u>Seasons</u></p> <p>Knowing what happens to plants in summer.</p>	<p><u>Plants</u></p> <p>Knowing that food comes from plants.</p> <p>Revisit prior learning on what care plants need and what they need to grow.</p> <p>Beginning to name foods which are healthy and unhealthy.</p> <p><u>Habitats</u></p> <p>Being able to name and identity sea creatures.</p> <p>Knowing that some creatures live in water and some live on land.</p>

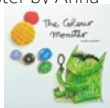


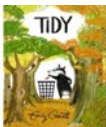


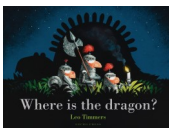






	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Do you want to be Friends? (5 weeks & 2 days)	Starry Night (7 weeks)	People Who Help Us (Me and my community) (6 weeks & 4 days)	Why do Zebras have stripes? (7 weeks)	Sunshine & Sunflowers (6 weeks)	Do Cows Drink Milk? (6 weeks)
Driver	<p>The Colour Monster (2 weeks)</p> <p>By Anna Llenas</p>  <p>Elmer (1 week)</p>  <p>Little Red Hen (1 week)</p> 	<p>Binny's Divali (1 week)</p>  <p>Remember Remember</p>  <p>The Fifth of November (1 week)</p> <p>How to Catch a Star (1 week)</p>  <p>Whatever Next (1 week)</p>  <p>Owl Babies</p>  <p>Mog's Christmas (1 week)</p> 	<p>The Little Red Hen by Ladybird books (2 weeks)</p>  <p>The Three Little Pigs by Nicola Lawrence (3 weeks)</p>  <p>People who help us series of non-fiction books (police, fire, ambulance, doctors) (1 weeks & 4 days)</p>	<p>Handa's Surprise by Eileen Browne (2 weeks)</p>  <p>The Tiger who came to Tea by Judith Kerr (2 weeks)</p>  <p>Maybe by Chris Haughton (2 weeks)</p> 	<p>The Very Hungry Caterpillar by Eric Carle (3 weeks)</p>  <p>Jack and the Beanstalk by Mara Alperin (3 weeks)</p> 	<p>A Squash and a Squeeze by Julia Donaldson (2 weeks)</p>  <p>The Cow that laid an Egg by Andy Cutbill (2 weeks)</p>  <p>Farmyard Hullabaloo by Giles Andreae (2 weeks)</p> 
Content	<p><u>Animals including humans</u></p> <p>Naming parts of the body and beginning to link to senses e.g. what we use our eyes for, nose for etc.</p> <p><u>Seasons-(on going)</u></p> <p>Revisit prior learning from Nursery– what do they think will happen in autumn, winter, spring and summer?</p> <p>Building on prior learning by identifying signs more independently, being to learning some names of common plants, beginning to learn what happens to the hours of daylight and beginning to learn about different animals in different seasons e.g. hibernation.</p>	<p><u>Living things and their habitats</u></p> <p>Revisit prior learning from Nursery- naming and identifying woodland creature. Revisiting where they live.</p> <p>Build on prior learning to learning about how some of these creatures hibernate. Children move on to creating habitats for animals to hibernate in using natural materials. Children to be able to question and discuss choices made. E.g. why might this not be a good place to hibernate?</p>	<p><u>Everyday Materials</u></p> <p>Identifying and naming materials used for houses in Three Little Pigs and beginning to discuss simple properties.</p>	<p><u>Animals including humans</u></p> <p>Identifying and naming safari animals</p>	<p><u>Plants</u> Revisit prior learning from Nursery when planting sunflowers.</p> <p>Build on prior learning to planting beans, describe how to care for plants and begin to name parts of flowers.</p> <p>Observational drawings of sunflowers.</p> <p>Beginning to learn names of parts of the sunflower.</p> <p><u>Animals including humans</u></p> <p>Revisit prior learning from Nursery on chicks hatching.</p> <p>Revisit prior learning on what pets need to stay alive and applying this learning to lifecycle of caterpillars.</p>	<p><u>Animals including humans</u></p> <p>Learning names of farm animals and offspring.</p>



Content continued	Observing and discussing signs of each season. Daily weather calendar					
Skills	<u>Animals including humans</u> Naming and identifying <u>Seasons</u> Observing Asking simple questions	<u>Living things and their habitats</u> Asking simple questions	<u>Everyday Materials</u> Identifying and naming some materials	<u>Animals including humans</u> Identifying and classifying Asking simple questions	<u>Plants</u> observing closely <u>Animals including humans</u> observing closely (lifecycle of caterpillar)	<u>Animals including humans</u> Identifying and classifying Asking simple questions
Knowledge	<u>Seasonal changes</u> Understand the effect of changing seasons on the natural world around them.	<u>Living things and their habitats</u> Identifying living things and their habitats	<u>Everyday materials</u> To begin to talk about some of the differences between materials.	<u>Animals inc humans</u> Naming common animals	<u>Plants</u> Describing what plants need to stay alive. Begin to name parts of a plant <u>Animals including humans</u> Notice that animals, have off-spring which grow into adults Describe the basic needs of animals for survival (water, food and air)	<u>Animals including humans</u> Notice that animals, have off-spring which grow into adults

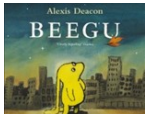







	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Why do squirrels hide their nuts? (7 weeks)	The Enchanted Woodland (7 weeks)	Towers, Turrets and Tunnels (7 weeks)	Bright Lights, Big City (6 weeks)	Rio de Vida (5 weeks)	Paws, Claws and Whiskers (7 weeks)
Driver	<p>The Colour Monster by Anna Llenas </p> <p>The Leaf Thief by Alice Hemming (3 weeks) </p> <p>Superworm by Julia Donaldson (3 weeks) </p>	<p>Tidy by Emily Gravett (4 weeks) </p> <p>Three Billy Goats Gruff (3 weeks) </p>	<p>Rapunzel by Bethan Woollvin (4 weeks) </p> <p>Where is the dragon? (3 weeks) </p>	<p>Katie in London (3 weeks) </p> <p>Paddington at the Palace by Michael Bond (3 weeks) </p>	<p>Grandad's Island (5 weeks) </p>	<p>The Lion Inside (7 weeks) </p>
Content	<p><u>Plants</u> -Naming and identifying trees at Palfrey Park. -Looking at similarities and differences between trees.</p> <p><u>Animals incl. humans</u> -Revisit prior learning from Reception on naming and identifying parts of the body. -Build on prior learning to looking at similarities and differences between features.</p>	<p><u>Everyday materials</u> -Revisit prior learning on materials from Reception spring 1 (bricks, straw, sticks). -Naming materials and testing to see which materials would be suitable to be used of a house for a fairy.</p> <p><u>Animals incl. humans</u> -Sorting animals– fish and mammals. -Revisit prior learning from Reception on caterpillar life cycle. -Apply previous knowledge of what living things need to stay alive whilst observing stick insects grow. -Look at similarities and differences between life cycles.</p>	<p><u>Everyday materials</u> -Revisit prior learning from autumn 1 on naming materials and discussing what they had observed about specific materials during tests. -Apply previous knowledge of simple properties of materials to select suitable materials to build a castle tower; making a sturdy bridge; building a strong fortress.</p>	<p><u>Plants</u> -Revisit autumn 1 learning– naming common trees. -Build on prior learning to identifying and naming common plants. -Learning about the structure of plants and the purpose of each part of a plant. -Growing cress and observing.</p>	<p><u>Plants</u> -Revisit prior learning from spring 2 on structure of a plant and the purpose of each part. -Revisit steps taken to grow cress and what was observed. -Build on prior learning– planting sunflower seeds in different conditions e.g. without soil (like the cress), with no water, little water, in light, without light etc.</p> <p><u>Animals incl. humans</u> -Revisit autumn 1 learning on naming parts of human body. -Build on prior learning to learning about senses and exploring using different senses.</p>	<p><u>Animals incl. humans</u> -Revisit autumn 2 learning on fish and mammals being two groups of animals. -Build on prior learning to sort and classifying carnivores, herbivores and omnivores. -Naming and common animals and classifying reptiles, mammals, amphibians, birds and fish.</p> <p><u>Living things and their habitats</u> -Revisit learning from autumn 2 on woodland habitats. -Revisit learning from Reception spring 2– identifying and naming animals in African habitat. -Build on prior learning from Reception to classify animals in African habitats to say whether they are carnivores, herbivores and omnivores.</p>



Content	<u>Seasons (on going)</u> -Revisit prior learning from Reception– signs of different seasons. -Build on prior learning to name some of the different common flowers and plants that start to grow in various seasons. -Build on prior learning to observe and compare plants and trees in various seasons (e.g. deciduous trees) -Build on prior learning to describe how day length varies -Daily weather chart (throughout)	<u>Living things and their habitats</u> -Woodland habitats -Arctic habitat				
Skills	<u>Plants</u> -Identifying and classifying -Observing <u>Animals incl. humans</u> -Identifying and naming <u>Seasons (on going)</u> -Observing, gathering and recording data	<u>Everyday materials</u> -identifying and classifying -Performing simple tests <u>Animals incl. humans</u> -identifying and classifying	<u>Everyday materials</u> -identifying and classifying -Performing simple tests -using observations and previous knowledge to suggest answers to questions.	<u>Plants</u> -identifying and classifying -Observing	<u>Plants</u> -Asking simple questions -Observing and recording changes over time. -gathering and recording data -using observations to suggest answers to questions. <u>Animals incl. humans</u> Identifying and naming	<u>Animals incl. humans</u> Identifying and naming
Knowledge	<u>Plants</u> -Identify and describe the including trees. -Identify and name a variety of trees including deciduous and evergreen trees <u>Animals incl. humans</u> -Identify, name, draw and label the basic parts of the human body and introduction to senses e.g.what we use out eyes for, what we use our nose for etc. <u>Seasons (on going)</u> -Observe changes across the 4 seasons (autumn) -Observe and describe weather associated with the seasons and how day length varies	<u>Everyday materials</u> -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. <u>Animals incl. humans</u> -Identify and name a variety of common animals including fish and mammals -Knowing what living things need to survive.	<u>Everyday materials</u> -Distinguish between an object and the material from which it is made -Compare and group together a variety of everyday materials on the basis of their simple physical properties.	<u>Plants</u> -Identify and name a variety of garden plants. -Identify and describe the basic structure of a variety of common flowering plants, including trees.	<u>Plants</u> -Identify and name a variety of trees including deciduous and evergreen trees -Observe and describe how seeds and bulbs grow into mature plants (intro into Year 2) -Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy (intro into Year 2) <u>Animals incl. humans</u> -Revisit from aut 1 -identify, name and name basic parts of the human body. -Build on previous learning to say which part of the body is associated with each sense.	<u>Animals incl. humans</u> -Identify and name a variety of common animals that are carnivores, herbivores and omnivores -Describe and compare the basic features of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	There's something out there (8 weeks)	The Scented Garden (7 weeks)	Dinosaur planet (6 weeks)	Wriggle and Crawl (6 weeks)	Muck, Mess and Mixture (6 weeks)	Beachcombers (7 weeks)
Driver	Beegu By Alexis Deacon 	The Lonley Beast by Chris Judge 	The Girl and The Dinosaur By Hollie Hughes 	Little Red By Bethan Woolvin 	The Magic Paintbrush By Julia Donaldson 	The Secret of Black Rock by Joe Todd Stanton 
Content	<p><u>Everyday materials</u></p> <ul style="list-style-type: none"> -Testing properties of materials for paper aeroplane <p><u>Seasonal changes (on going)</u></p> <ul style="list-style-type: none"> -Revisit prior learning on observations made in various seasons and describing how day lengths vary. -Building on prior learning to observe weather and then comparing to different parts of world. 	<p>Plants -Growing veg and herbs– observing growth</p> <ul style="list-style-type: none"> -Revisit– how to grow cress from Year 1. -Revisit growth of plants in different conditions from Year 1. -Build on prior learning to create own test for growing cress in different conditions and creating own fair test. -Revisit– naming parts of a flower– have various materials out on table and create own flower. Name parts. -Build on this knowledge by saying function of each of these parts. -Planting bulbs 	<p><u>Triops</u></p> <p><u>Animals including humans</u></p> <ul style="list-style-type: none"> -Revisit- Naming and identifying from year 1 and then classify animals. -Building on prior learning to learning specific features of different groups of animals. -Revisit– carnivores, herbivores and omnivores–link to classify dinosaurs Looking at habitats of reptiles 	<p><u>Living things and their habitats</u></p> <p>Ant farm</p> <p>Meal worm experiment– testing different habitat conditions</p>	<p><u>Materials</u></p> <p>Investigate a range of everyday materials, such as salt, wax, flour, corn flour, clay, sugar, cooking oil, glitter and shaving foam, to find out how each one changes when mixed with water.</p>	



Skills	<u>Everyday materials</u> Performing simple tests <u>Season changes</u> gathering and recording data to help in answering questions	<u>Plants</u> asking simple questions and recognising that they can be answered in different ways -observing closely using simple equipment	<u>Animals including humans</u> Identify and classify	<u>Living things and their habitats</u> asking simple questions and recognising that they can be answered in different ways -observing closely using simple equipment	<u>Materials</u> Performing simple tests	
Knowledge	<u>Animals incl. humans</u> Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) <u>Everyday materials</u> -Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses <u>Seasonal changes (on going)</u> -observe changes across the 4 seasons and compare weather in different parts of the world.	<u>Plants</u> -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 health	<u>Animals including humans</u> -Explore and compare the differences between things that are living, dead, and things that have never been alive -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>Animals incl. humans</u> -Notice that animals, including humans, have offspring which grow into adults. -Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <u>Living things and their habitats</u> -Explore and compare the differences between things that are living, dead, and things that have never been alive (-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>Everyday materials</u> To find out how materials can be changes	<u>Living things and their habitats</u> -Identify and name a variety of plants and animals in their habitats, including microhabitats -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 (Pre-historic landscapes)