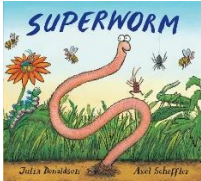
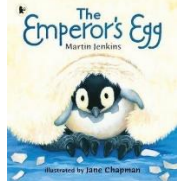
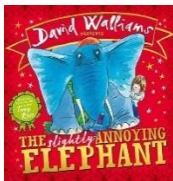


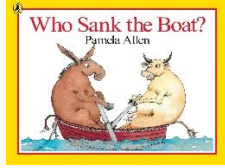

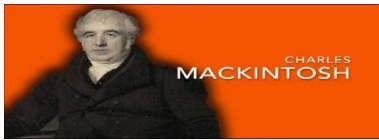





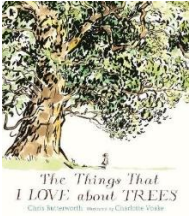
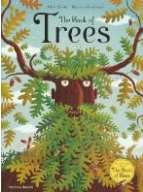
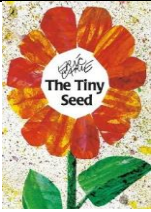
UNIT ENQUIRY QUESTION: Do all animals have the same parts?

EYFS/PRIOR LEARNING	FUTURE LEARNING	PRE/POST LEARNING QUIZ QUESTIONS	CONNECTED KNOWLEDGE & SUBJECTS	LINKED TEXTS
<p>In EYFS children should: Be able to identify different parts of their body. Have some understanding of healthy food and the need for a variety in their diets. Be able to show care and concern for living things. Know the effects exercise has on their bodies. Have some understanding of growth and change. Can talk about things they have observed including animals.</p>	<p>In Year 2 children will: Notice that animals, including humans, have offspring which grow into adults. Find out 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.</p>	<p>Can you give an example of a fish, amphibian, reptile, bird and mammals? What is a herbivore? What is an omnivore? What is a carnivore? What are the five senses? Can you label them on a body? Can I identify different animals and say if they are fish, amphibians, reptiles, birds and mammals? Can I explain what carnivores, herbivores and omnivores eat? Can I label ears, nose, skin, eyes on a body map?</p>	<p>Art & Design – jungle animals Geography – continents and countries around the world. Dance – Guess the animal movement game. English – writing/ Key text – ‘The Emperors Egg’, ‘The Slightly Annoying Elephant’</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Superworm</p> </div> <div style="text-align: center;">  <p>The Emperor's Egg</p> </div> <div style="text-align: center;">  <p>The Slightly Annoying Elephant</p> </div> </div> <p style="text-align: center;">SCIENTIFIC ENQUIRY</p> <p><u>Comparative Tests</u> Is our sense of smell better when we can't see? <u>Identify & Classify</u> How can we organise all the zoo animals? <u>Observation Over Time</u> How does my height change over the year? <u>Pattern Seeking</u> Do you get better at smelling as you get older? <u>Research</u> Do all animals have the same senses as humans? <u>Enquiry Question</u> What do living things have in common?</p>
KEY SCIENTISTS & SCIENCE CAPITAL			END POINTS	
<p>Steve Backshall</p> 	<p>Steve Irwin (Crocodile hunter)</p> 	<p><u>EYFS – ELG The Natural World</u> Children at the expected level will:</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p><u>YEAR 1</u></p> <ul style="list-style-type: none"> To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. To identify and name a variety of common animals that are carnivores, herbivores and omnivores. To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 		
KEY VOCABULARY				
<p>Amphibian, bird, fish, mammals, reptiles, carnivores, herbivore, omnivore, sight, hearing, touch, taste, smell, head, neck, ear, mouth, shoulder, hand, fingers, leg, foot, thumb, eye, nose, knee, toes, teeth, elbow.</p>				

UNIT ENQUIRY QUESTION: What are the things I use made from?

EYFS/PRIOR LEARNING	FUTURE LEARNING	PRE/POST LEARNING QUIZ QUESTIONS	CONNECTED KNOWLEDGE & SUBJECTS	LINKED TEXTS
<p>In EYFS children should: Be able to ask questions about the place they live.</p> <p>Talk about why things happen and how things work.</p> <p>Discuss the things they have observed such as natural and found objects.</p> <p>Manipulates materials to achieve planned effect.</p>	<p>In Year 2 children will: Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>What different materials can you think of?</p> <p>How can these objects be grouped?</p> <p>The best material for a window would be.....?</p> <p>The best material for a t shirt is.....?</p> <p>What are different materials made of?</p> <p>How are materials different?</p>	<p>Communication & Language/Speaking - Weekly Show and Tell – children encouraged to describe the material and its properties their chosen object is made of.</p> <p>Design Technology – use vocabulary to describe materials etc.</p>	<p>Who Sank The Boat (Pamela Allen) The Great Paper Caper (Oliver Jeffers)</p> <div style="display: flex; justify-content: space-around;">   </div> <p>SCIENTIFIC ENQUIRY</p> <p><u>Comparative Tests</u> Which materials are the most absorbent? Identify & Classify We need to choose a material to make an umbrella. Which materials are waterproof?</p> <p><u>Observation Over Time</u> What happens to shaving foam over time? What happens to materials over time if we bury them in the ground?</p> <p><u>Pattern Seeking</u> Is there a pattern in the types of materials that are used to make objects in school?</p> <p><u>Research</u> Which materials can be recycled?</p> <p><u>Enquiry Question</u> What are the things I use made from?</p>
<p>KEY SCIENTISTS & SCIENCE CAPITAL</p>			<p>END POINTS</p>	
<p>Charles Mackintosh (waterproof coat)</p> 			<p><u>EYFS – ELG The Natural World</u></p> <ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p><u>YEAR 1</u></p> <ul style="list-style-type: none"> There are many different materials that have different properties. Materials that have similar properties are grouped into metal, rocks, fabric, wood, plastic and ceramics (including glass) The properties of a material determine whether they are suitable for a purpose. 	
<p>KEY VOCABULARY</p>				
<p>Hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy/not bendy (rigid), waterproof/not waterproof, absorbent, opaque, transparent</p>				

UNIT ENQUIRY QUESTION: What ways can I identify a plant?

EYFS/PRIOR LEARNING	FUTURE LEARNING	PRE/POST LEARNING QUIZ QUESTIONS	CONNECTED KNOWLEDGE & SUBJECTS	KEY QUESTIONS FOR KNOWLEDGE BUILD UP & END POINTS
<p>In EYFS children should: Make observations of plants Know some names of plants, trees and flowers May be able to name and describe different plants, trees and flowers Show care for the world around them</p>	<p>In Year 2 children will: Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and warmth to grow and stay healthy.</p>	<p>How do plants grow? What do plants need to grow? Do all plants need water? Are all plants green? Can plants grow as big in the shade? Name the parts of the flower. Name parts of a tree.</p>	<p>DT – POP Task Solid Structures Use plants and trees and examples of ‘solid structures’. What part of the plant makes it a ‘solid structure’? What properties do plants and trees have that makes them a solid structure? (Science Unit – Materials and their properties) Art & Design – POP Task The Beauty of Flowers <i>Artists – Georgia O’Keeffe</i> Name different parts of plants whilst discussing her and own work.</p>	<p>Can I plant a seed? Can I name the parts of a plant grown from a seed? Can I explain what plants need to grow? Can I explain why plants are important?</p> <hr/> <p>EYFS - ELG</p> <ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p>YEAR 1</p> <ul style="list-style-type: none"> Plants grow from seeds/bulbs and have different parts Plants need light and water to grow and survive Plants are important We can eat lots of plants Trees have four main parts
<p>KEY SCIENTISTS & SCIENCE CAPITAL</p>	<p>LINKED TEXTS</p>			<p>SCIENTIFIC ENQUIRY</p>
<p><u>Beatrix Potter</u> (Author & Botanist)</p>  <p>Tree Planting with the Woodland Trust</p> 	<p>The Book Of Trees The Tiny Seed A Seed In Need The Thing I Love About Trees</p>     <p>KEY VOCABULARY Leaves trunk branch root seeds bulb flower stem wild garden deciduous evergreen</p>			<p><u>Comparative Tests</u> Which tree has the biggest leaves? <u>Identify & Classify</u> How can we sort the leaves that we collect on our walk? <u>Observation Over Time</u> How does my sunflower change each week? How does the oak tree change over the year? <u>Pattern Seeking</u> Is there a pattern in where we find moss growing in the school grounds? <u>Research</u> How did Beatrix Potter help our understanding of mushrooms and toadstools? <u>Enquiry Question</u> What do plants need to survive?</p>

UNIT ENQUIRY QUESTION: What is it like in each season?

EYFS/PRIOR LEARNING	FUTURE LEARNING	PRE/POST LEARNING QUIZ QUESTIONS	CONNECTED KNOWLEDGE & SUBJECTS	LINKED TEXTS
<p>In Early Years children should: Developing an understanding of change. Observe and explain why certain things occur (e.g. leaves falling off trees, weather changes). Look closely at similarities, differences, patterns and change. Comments and questions about the place they live or the natural world.</p>	<p>In Year 3 children will: Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the sizes of the shadows change.</p>	<p>What are the four different seasons? What types of weather can you think of? In Winter will the nights get darker earlier/later? In Summer will the nights get lighter earlier/later? How is Summer different to Winter?</p>	<p>Seasons are regularly discussed as part of our morning welcome. We discuss the day of the week, month and current Season. We talk about the weather making connections to the Season. Children are encouraged to understand that Seasons follow a cycle e.g. 'It's Summer now, what Season will be next? What Season came before Summer? Adults model the cycle Summer, Autumn, Winter, Spring.</p> <p>Story books (fiction and non-fiction) illustrate what it is like in each season.</p>	<div data-bbox="1585 308 1780 544" data-label="Image"> </div> <div data-bbox="1630 571 1816 595" data-label="Section-Header"> <p>SCIENTIFIC ENQUIRY</p> </div> <div data-bbox="1317 603 1480 627" data-label="Section-Header"> <p><u>Comparative Tests</u></p> </div> <div data-bbox="1317 627 1648 651" data-label="Text"> <p>In which season does it rain the most?</p> </div> <div data-bbox="1317 651 1473 675" data-label="Section-Header"> <p><u>Identify & Classify</u></p> </div> <div data-bbox="1317 707 1518 730" data-label="Section-Header"> <p><u>Observation Over Time</u></p> </div> <div data-bbox="1317 762 1458 786" data-label="Section-Header"> <p><u>Pattern Seeking</u></p> </div> <div data-bbox="1317 786 1688 810" data-label="Text"> <p>Does the wind always blow the same way?</p> </div> <div data-bbox="1317 810 1397 834" data-label="Section-Header"> <p><u>Research</u></p> </div> <div data-bbox="1317 834 1904 858" data-label="Text"> <p>Are there plants that are in flower in every Season? What are they?</p> </div> <div data-bbox="1317 858 1469 882" data-label="Section-Header"> <p><u>Enquiry Question</u></p> </div> <div data-bbox="1317 882 1792 906" data-label="Text"> <p>What is it like in Winter, Spring, Summer and Autumn?</p> </div>
<p>KEY SCIENTISTS & SCIENCE CAPITAL</p>			<p>END POINTS</p>	
<p>Dr Steve Lyons (Extreme Weather)</p> <div data-bbox="443 994 618 1174" data-label="Image"> </div>			<p><u>EYFS – ELG</u></p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. • <u>YEAR 1</u> • There are four seasons • There are lots of different types of weather: Rain, Sun, Cloud, Wind, Snow etc. • Days are longer and hotter in the Summer • Days are shorter and colder in the Winter 	
<p>Key Vocabulary</p>				
<p>Seasons, Spring, Summer, Autumn, Winter, windy, overcast, snow, rain, temperature</p>				