

Nursery 2022-2023		AUTUMN	SPRING	SUMMER			
Dependent on transition and baseline information some overlearning of prior age bands might occur.							
Understanding the world	Focus Teaching Science	<ul style="list-style-type: none"> ●Begin to make sense of their own life-story and family’s history. ●Continue to develop positive attitudes about the differences between people. <p>I know that animals have different habitats- I can match some animals to the correct habitat e.g. a camel in a desert, a frog in a pond and a monkey in a jungle</p>	<ul style="list-style-type: none"> ●Explore collections of materials with similar and/or different properties. ●Seasons and the natural world <p>I can investigate ‘Santa’s parcels’ to see which are magnetic</p> <p>I can join in making a firework in a jar</p>	<ul style="list-style-type: none"> ●Continue to develop positive attitudes about the differences between people. <p>I can name adult farm animal and match them to their baby- linked to Spring</p>	<ul style="list-style-type: none"> ●Understand the key features of the life cycle of a plant and an animal. ●Seasons and the natural world ●Explore collections of materials with similar and/or different properties. <p>I can explore a range of different materials suitable for making a roof (waterproof materials) linked to the story of the Three Little Pigs.</p>	<ul style="list-style-type: none"> ●Understand the key features of the life cycle of a plant and an animal. ●Continue to develop positive attitudes about the differences between people. ●Know that there are different countries in the world and talk about the differences they have experienced or seen in photos I can talk about how a caterpillar changes- Growing, Caterpillars I know a plant needs soil and water to grow-Planting beans I can join in an outdoor bug hunt and name some insects 	<ul style="list-style-type: none"> ●Explore collections of materials with similar and/or different properties. ●Talk about the differences between materials and changes they notice. ●Seasons and the natural world <p>I know that stars are in space and space is above us</p> <p>I can explore my senses</p>
	Provision opportunities	<ul style="list-style-type: none"> ● Use all their senses in hands-on exploration of natural materials. ● Show interest in different occupations. ● Plant seeds and care for growing plants. ● Begin to understand the need to respect and care for the natural environment and all living things. ● Talk about what they see, using a wide vocabulary. ● Explore how things work. <ul style="list-style-type: none"> ● Using mirrors to explore self 					

	<ul style="list-style-type: none"> • Self portraits/family pictures • Celebrations throughout the year e.g. Chinese new year • Investigation station e.g. different materials • Curiosity cube- Sacred objects from other cultures to promote talk and interest in other communities/cultures • Books such as Handa’s surprise, What do you celebrate? Etc. • Roleplay areas reflect people and communities • Life cycle cards and stories to support this e.g. The Very Hungry Caterpillar, The Tiniest Seed etc. • Toys with different properties e.g. scooters, wheelbarrows push and pull toys and cards etc.
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Reception 2022-2023	AUTUMN	SPRING	SUMMER
Dependent on transition and baseline information some overlearning of prior age bands might occur.			

Understanding the world	Focus Teaching Science	<ul style="list-style-type: none"> •Describe their immediate environment •Draw information from a simple map •Recognise some environments that are different to the one in which they live. •Understand the effect of changing seasons on the natural world around them <p>I can go on a muddy puddle walk and talk about the changes I can see</p> <p>I can talk about how leaves have changed colour and how they have fallen off the trees</p> <p>I can use words such as autumn, seasons, change, weather etc.</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. •Recognise people have different beliefs and celebrate special times in different ways •Know some similarities and differences between different religions and cultural communities in this country <p>I can go on a muddy puddle walk and talk</p>	<ul style="list-style-type: none"> •Understand that some places are special to members of their community. •Recognise some environments that are different to the one in which they live. •Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. •Make observations and drawing pictures of animals and plants. <p>I know that Scientists are talented</p>	<ul style="list-style-type: none"> •Recognise similarities and differences between life in this country and other countries •Talk about the lives of the people around them and their roles in society. •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. <p>I can explore liquids and solids.</p> <p>I can explore magnets</p>	<ul style="list-style-type: none"> •Similarities and differences between things in the past and now •Understand that some places are special to members of their community. <p>I can plant seeds and bulbs</p> <p>I can take photographs of plants and trees in my school environment</p> <p>I can identify different flowers, plants, fruit and vegetables</p> <p>I know that plants need sun, water and nutrients to grow</p>	<ul style="list-style-type: none"> •Understand the effect of changing seasons •Describe their immediate environment •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. <p>I can explore light/dark and night/day</p> <p>I know that I can see the stars at night</p>
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	<p>Provision opportunities</p>	<p>*Talk about members of their immediate family and community.</p> <p>*Name and describe people who are familiar to them.</p> <p>*Explore the natural world around them.</p> <p>*Describe what they see, hear and feel whilst outside.</p> <p>*Talk about the lives of the people around them and their roles in society.</p> <p>*Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>*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.</p> <p>*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>*Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>*Understand some important process and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>*Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> • RE Links to some of these areas 					

- Celebrations throughout the year e.g. Chinese new year, Holi- links to ‘The Festival of Colors’
- Compare how different countries celebrate Christmas
- Books such as Handa’s surprise, What do you celebrate? Etc.
- Make a map of playground then do treasure hunt
- Nature walk
- Sensory activities with the seasons
- Roleplay areas reflect people and communities
- Curiosity cube- Sacred objects from other cultures to promote talk and interest in other communities/cultures

Autumn

- Naughty Bus in Autumn Term links to immediate environment.
- Oi Frog
- Dinosaurs and all that rubbish
- Where the Wild Things Are in Are – links to different environments

Spring

- I’m Henry Finch
- Weirdo
- Super Milly
- Little Red

Summer

- The tiny seed
- The extraordinary gardener
- Look Up!
- The Night Pirates

Yew Tree Primary Academy – Long Term Plan for Science

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Working Scientifically covered throughout the year by following the TAPS Focussed Assessments					
Year 1 Fir Class	BIOLOGY Animals including Humans Humans	BIOLOGY Animals including Humans Animals	CHEMISTRY Everyday Materials		BIOLOGY Plants	
	PHYSICS Seasonal Change This should be taught throughout the year, number of sessions will be blocked off at the beginning of the Autumn, Spring and Summer term to ensure these unit objectives are covered.					
Year 2 Maple Class	BIOLOGY Animals including Humans	CHEMISTRY Everyday Materials		BIOLOGY Living Things and their Habitats		BIOLOGY Plants
Year 3 Elm Class	BIOLOGY Animals including Humans	CHEMISTRY Rocks and Soils		PHYSICS Forces	BIOLOGY Plants	PHYSICS Light
Year 4 Alder Class	PHYSICS Electricity	CHEMISTRY States of Matter		BIOLOGY Animals including Humans	BIOLOGY Living Things and their Habitats	PHYSICS Sound
Year 5 Beech Class	PHYSICS Earth and Space	PHYSICS Forces	CHEMISTRY Properties and Changes of Materials		BIOLOGY Living Things and their Habitats	BIOLOGY Animals including Humans
Year 6 Willow Class	PHYSICS Light	BIOLOGY Animals including Humans	PHYSICS Electricity		BIOLOGY Living Things and their Habitats	BIOLOGY Evolution and Inheritance
Ash Class DSP	Follow CAP					
Birch Class DSP	Experiments		Under the Sea		Growing	
Cedar Class DSP	BIOLOGY Living Things and their Habitats		BIOLOGY Animals including Humans		PHYSICS Light and Sound	