**Autumn – Cycle A - EYFS**

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| **Exploring Autumn** | **Learning Objective** | **Skills** | **Knowledge** |
| Memorable experience  **Woodland Walk**  Lesson 1 | ***Encourage the children to use the Autumn spotting sheet to record what they can see.***  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | Explore the natural world around them and give simple descriptions, following observation, of changes. | Living things change over time. This includes growth and decay.  Some plants and trees change with the seasons. For example, new green leaves grow in the spring and some leaves change colour in autumn and fall from the trees. |
| Develop  **Exploring Leaves**  Lesson 2 | ***Provide leaves at various stages, including green leaves, ones that are changing colour, brown crispy leaves, decaying leaves and if possible leaf skeletons.***  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | Explore the natural world around them and give simple descriptions, following observation, of changes. | Living things change over time. This includes growth and decay. |
| Develop  **Who Lives in the woods?**  Lesson 3 | ***Challenge the children to name any familiar animals. Ask 'Who lives in the woods?'***  Explore the natural world around them, making observations and drawing pictures of animals and plants. | Identify common features for different groups of animals, including wild and domestic animals. | Different animal groups have some common body parts, such as birds have wings and fish have fins.  Many different animals live in a woodland, such as rabbits, badgers and foxes. |
| Develop  **Wild Ones**  Lesson 4 | ***Explain that these animals are wild and different from pets.***  Explore the natural world around them, making observations and drawing pictures of animals and plants. | Identify common features for different groups of animals, including wild and domestic animals. | Different animal groups have some common body parts, such as birds have wings and fish have fins.  Wild animals make their own homes including dens and burrows. They also have to hunt or gather their food. All animals have special features or ways of behaving that help them to survive. Some animals hibernate during the winter. Hibernation is a long period of sleep. |

**Autumn – Cycle A - EYFS**

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| **Exploring Autumn** | **Learning Objective** | **Skills** | **Knowledge** |
| Innovate  **Making Leaf Man Books**  Lesson 5 | ***Talk about the types of animal that Leaf Man might see on his journey through a woodland in autumn.***  Explore the natural world around them, making observations and drawing pictures of animals and plants. | With support, observe, record and talk about materials and living things. |  |
| Enhanced Provision  **Autumn Fruits**  Lesson 6 | ***Provide a selection of autumnal fruit and vegetables for the children to explore and discuss.***  Explore the natural world around them, making observations and drawing pictures of animals and plants. | With support, observe, record and talk about materials and living things. |  |
| Enhanced Provision  **Apples**  Lesson 7 | ***Display windfall apples in various states of decay. Provide hand lenses for the children to observe what happens.***  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | Explore the natural world around them and give simple descriptions, following observation, of changes. | Living things change over time. This includes growth and decay. |
| Enhanced Provision  **How does it grow?**  Lesson 8 | ***Display log slices that clearly display the growth rings. Add hand lenses for the children to look carefully.***  Explore the natural world around them, making observations and drawing pictures of animals and plants. | With support, observe, record and talk about materials and living things. |  |
| Enhanced Provision  **Leaf skeletons**  Lesson 9 | ***Display skeleton leaves on a light box. Add drawing materials for the children to mark make.***  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | Explore the natural world around them and give simple descriptions, following observation, of changes. | Living things change over time. This includes growth and decay. |

**Autumn – Cycle A - EYFS**

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| **Exploring Autumn** | **Learning Objective** | **Skills** | **Knowledge** |
| Enhanced Provision  **Does it float?**  Lesson 10 | ***Add natural materials, including pine cones, leaves, twigs, bark, apples, conkers and acorns to the water tray.***  Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. | Describe, predict and sort things that float and sink and talk about the forces that they can feel. | Some objects float and others sink. When an object sinks it falls through water to the bottom of the vessel. An object that floats stays at the water's surface. |
| **Once upon a time** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop  **Peas**  Lesson 1 | ***Explain that they have been given the job to find the best material to make a comfortable bed for the princess.***  Sort and group materials and resources and talk about how they are similar or different. | Compare and group objects and materials according to simple given criteria. | Objects can be compared and grouped according to their shape, colour, material or use. |
| Enhanced Provision  **Royal Baths**  Lesson 2 | ***Provide a selection of scented bubble baths, dried rose petals and hand whisks in the water tray.***  Explore the natural world around them, making observations and drawing pictures of animals and plants. | With support, observe, record and talk about materials and living things. |  |
| Enhanced Provision  **Magic Apples**  Lesson 3 | ***Provide the fruit whole, halved and quartered for sensory investigation.***  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | Explore the natural world around them and give simple descriptions, following observation, of changes. | Living things change over time. This includes growth and decay. |
| Enhanced Provision  **Building Materials**  Lesson 4 | ***Provide a selection of materials in a Tuff Tub for children to investigate.***  Sort and group materials and resources and talk about how they are similar or different. | Identify that materials have different properties and explore and sort magnetic and non-magnetic materials through play and exploration. | Some materials are magnetic, which means that they are attracted to (pull towards) a magnet. Some metals are magnetic. Other materials are non-magnetic, such as wood, dough and glass. |

**Autumn/Spring EYFS – Cycle A**

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| **Sparkle and Shine** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop  **Is it Shiny?**  Lesson 1 | ***Demonstrate that shiny materials reflect light by shining a torch on a plastic bauble or metal spoon and compare to a non-shiny material, such as a piece of clothing or carpet.***  Sort and group materials and resources and talk about how they are similar or different. | Name and sort everyday items into groups of the same material. | Objects are made from different materials. Everyday materials include, wood, plastic, glass, fabric, metal and stone. Materials have different properties.  Shiny materials reflect light.  Non-shiny objects do not reflect light. |
| **Starry Night** | **Learning Objective** | **Skills** | **Knowledge** |
| Engage  **Nocturnal Animals**  Lesson 1 | ***Darken the room and give the children a torch and the Nocturnal animals spotter sheet for them to tick the animals off as they find them.***  Explore the natural world around them, making observations and drawing pictures of animals and plants. | Identify common features for different groups of animals, including wild and domestic animals. | Different animal groups have some common body parts, such as birds have wings and fish have fins.  Nocturnal animals are awake during the night and asleep during the day. |
| Develop  **Is it soft?**  Lesson 2 | ***Display a range of materials and fabrics for the children to explore.***  Sort and group materials and resources and talk about how they are similar or different. | Compare and group objects and materials according to simple given criteria. | Objects can be compared and grouped according to their shape, colour, material or use. |
| Develop  **Special Features**  Lesson 3 | ***Provide oil pastels and black paper for children to draw owl pictures while looking carefully at the photographs.***  Explore the natural world around them, making observations and drawing pictures of animals and plants. | With support, observe, record and talk about materials and living things. | An owl is a type of bird.  Most owls are nocturnal.  Owls have special features, such as large eyes, sharp talons and asymmetrical ears. |
| Develop  **Night Time visitors**  Lesson 4 | ***Play the Animal night cam video for the children to watch,***  Explore the natural world around them, making observations and drawing pictures of animals and plants. | With support, observe, record and talk about materials and living things. | Nocturnal animals are awake during the night and sleep in the daytime.  Nocturnal animals have special features that help them in the dark, such as excellent hearing or sense of smell. |

**Spring EYFS – Cycle A**

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| **Starry Night** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop  **Moonlight Shadows**  Lesson 5 | ***Set up a white background and shine a torch or projector light onto it.***  Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. | Make a shadow bigger or smaller using toys, play equipment and a light source. | A shadow is the same shape as the object that makes it. Shadows change during the day.  Shadows are made when a solid object blocks a source of light. |
| Develop  **Why is it dark at night?**  Lesson 6 | ***Make sure they realise that the absence of light, from the Sun, causes darkness at night time.***  Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. | Explore and describe electrical and non-electrical light sources. | Some light sources need electricity or batteries to work, such as a torch, and some do not, such as candles.  Dark is the absence of light.  It is dark at night because that part of Earth is facing away from the Sun.  During the day, it Is light because that part of Earth is facing towards the Sun. |
| Innovate  **Teddy Bear can’t Sleep Step 4**  Lesson 7 | ***Tell Tessy why some animals are awake at night time.***  Explore the natural world around them, making observations and drawing pictures of animals and plants. | With support, observe, record and talk about materials and living things. |  |
| Enhanced Provision  **Catch a star**  Lesson 8 | ***Add glitter, stars and sequins to the water tray. Freeze coloured water in star-shaped moulds, adding glitter and sequins for a magical feel.***  Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. | Describe, predict and sort things that float and sink and talk about the forces that they can feel. | Some objects float and others sink. When an object sinks it falls through water to the bottom of the vessel. An object that floats stays at the water's surface. |

**Spring EYFS – Cycle A**

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| **Winter Wonderland** | **Learning Objective** | **Skills** | **Knowledge** |
| Memorable experience  **Wonderful Winter**  Lesson 1 | ***Discuss together the things that are associated with winter, including weather, animals, clothing and food.***  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | Describe simply how weather changes as the seasons change. | Ways to describe daily weather include sunny, rainy, windy, cloudy, warm or cold. Weather is warmer in the summer with more sunshine and colder in the winter with more snow, hail and rain.  There are four seasons in the UK. They are spring, summer, autumn and winter. Each season has typical weather associated with it, including sun, rain, wind and snow. |
| Develop  **Feed the birds**  Lesson 2 | ***Set up a range of bird feeders in trees or use window box feeders with different types of bird food. These could include seeds, peanuts, fat balls and dried mealworms.***  Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. | Describe some ways that plants or animals should be cared for in order for them to survive. | Plants and animals are living things. Plants need water, sunlight and air to survive. Animals need food, water, air and shelter to survive.  There are lots of different types of bird.  Some animals need us to feed them during winter. |
| Innovate  **Making winter bird food cakes**  Lesson 3 | ***Remind the children about how they fed the birds using bird feeders and ask them why the birds need us to feed them during winter.***  Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. | Describe some ways that plants or animals should be cared for in order for them to survive. | Plants and animals are living things. Plants need water, sunlight and air to survive. Animals need food, water, air and shelter to survive. |
| Enhanced Provision  **Fun in the snow**  Lesson 4 | ***If it snows, go on a snowy walk, build snowmen, make snowballs and have fun in the snow!***  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | Describe simply how weather changes as the seasons change. | Ways to describe daily weather include sunny, rainy, windy, cloudy, warm or cold. Weather is warmer in the summer with more sunshine and colder in the winter with more snow, hail and rain. |

**Spring EYFS - Cycle A**

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| **Dangerous Dinosaurs** | **Learning Objective** | **Skills** | **Knowledge** |
| Engage  **Dinosaur Shadows**  Lesson 1 | ***Place dinosaurs models in front of the lights, so that they cast shadows on the paper.***  Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. | Make a shadow bigger or smaller using toys, play equipment and a light source. | A shadow is the same shape as the object that makes it. Shadows change during the day. |
| Innovate  **Designing a dinosaur Step 1**  Lesson 2 | ***Identify the animals which are dinosaurs.***  Explore the natural world around them, making observations and drawing pictures of animals and plants. | Identify common features for different groups of animals, including wild and domestic animals. | Different animal groups have some common body parts, such as birds have wings and fish have fins. |
| Innovate  **Designing a dinosaur Step 2**  Lesson 3 | ***Explain the differences between a carnivore and herbivore.***  Explore the natural world around them, making observations and drawing pictures of animals and plants. | Match animals to the foods that they eat. | Animals eat different kinds of food, including other animals, plants or both animals and plants. |
| Enhanced Provision  **How long?**  Lesson 4 | ***Chalk the lengths of different dinosaurs onto the playground.***  Make observations about the world around them. | With support, use simple equipment, such as timers, rulers and containers, to measure length, height, capacity and time. | Simple equipment can be used to measure distance, height, weight and time. |
| **Puddles and Rainbows** | **Learning objective** | **Skills** | **Knowledge** |
| Memorable experience  **Welly Walk**  Lesson 1 | ***Provide the children with paint colour charts and challenge them to find as many different colours in the environment as possible.***  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | Describe simply how weather changes as the seasons change. | Ways to describe daily weather include sunny, rainy, windy, cloudy, warm or cold. Weather is warmer in the summer with more sunshine and colder in the winter with more snow, hail and rain.  Spring is one of the four seasons. You can get all types of weather in the spring. |
| Develop  **It’s Raining!**  Lesson 2 | ***Fill clear cups with water and add a layer of shaving foam on top.***  Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. | Name and describe natural phenomena, such as the size of shadows, the colours of a rainbow, the speed of clouds moving across the sky and the strength of a wave. | Natural phenomena include weather, shadows, rainbows, clouds, flooding and waves. Rain clouds are large collections of tiny water droplets. When the water droplets get too heavy, they fall to the earth as rain. |

**Spring EYFS – Cycle A**

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| **Puddles and Rainbows** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop  **Plant a rainbow**  Lesson 3 | ***Provide the children with plant pots, compost, watering cans and a variety of plant seeds that have flowers in all the colours of the rainbow.***  Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. | Describe some ways that plants or animals should be cared for in order for them to survive. | Plants and animals are living things. Plants need water, sunlight and air to survive. Animals need food, water, air and shelter to survive. |
| Develop  **Is it waterproof?**  Lesson 4 | ***Talk to the children about the clothes that they wear on a rainy day and why.***  Explore the natural world around them, making observations and drawing pictures of animals and plants. | With support, observe, record and talk about materials and living things. |  |
| Enhanced Provision  **Prisms**  Lesson 5 | ***Provide torches, prisms, CDs and glass beads. Challenge the children to make rainbows using the provided resources.***  Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. | Name and describe natural phenomena, such as the size of shadows, the colours of a rainbow, the speed of clouds moving across the sky and the  strength of a wave. | Natural phenomena include weather, shadows, rainbows, clouds, flooding and waves. |
| Enhanced Provision  **Windy Day**  Lesson 6 | ***Provide a variety of outdoor pinwheels, streamers, windsocks and windchimes for the children to explore on a windy day.***  Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. | Name and describe natural phenomena, such as the size of shadows, the colours of a rainbow, the speed of clouds moving across the sky and the strength of a wave. | Natural phenomena include weather, shadows, rainbows, clouds, flooding and waves. |
| Enhanced Provision  **Torches**  Lesson 7 | ***Provide different coloured filters and a range of torches or battery-operated fairy lights for the children to explore.***  Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. | Explore and describe electrical and non-electrical light sources. | Some light sources need electricity or batteries to work, such as a torch, and some do not, such as candles. |

**Summer – EYFS – Cycle A**

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| **Sunshine and Sunflowers** | **Learning Objective** | **Skills** | **Knowledge** |
| Memorable experience  **Outside Explorers**  Lesson 1 | ***Explore the environment and talk about the plants, trees and wildlife that live there. Talk about how the plants are cared for and what they need to grow and survive.***  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | Observe and describe living things and their habitats within the local environment. | A habitat is a place where living things live. Local habitats include woodlands, gardens and ponds. Other habitats include hot places, such as deserts, and cold places, such as the Arctic. |
| Express  **Garden Visit**  Lesson 2 | ***Make time at the end of the day for the children to take a family member on a tour around the garden area.***  Explore the natural world around them, making observations and drawing pictures of animals and plants. | Begin to name and group plants and trees according to their observable features. | Plants and trees are living things. They can be identified according to their features, such as leaves, seeds and flowers. |
| Engage  **Changes**  Lesson 3 | ***Invite the children to talk about changes during each season, including the weather, plants and animals.***  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | Notice and begin to describe patterns of weather in summer and winter | The weather can change throughout the day, week and month. The weather is different at different times in the year. |
| Engage  **Magnify**  Lesson 4 | ***Provide children with the Parts of a plant picture cards to help the children identify the plants' parts they can see.***  Explore the natural world around them, making observations and drawing pictures of animals and plants. | Begin to name and group plants and trees according to their observable features. | Plants and trees are living things. They can be identified according to their features, such as leaves, seeds and flowers.  Parts of a plant include the roots, stem, leaves, flowers and petals.  Flowers are brightly coloured to attract insects. |
| Engage  **Raising Butterflies**  Lesson 5 | ***Provide a kit to raise butterflies and introduce the children to their life cycle.***  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | Explore the natural world around them and give simple descriptions, following observation, of changes. | Living things change over time. This includes growth and decay. |

**Summer - EYFS – Cycle A**

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| **Sunshine and Sunflowers** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop  **Sunflowers**  Lesson 6 | ***Encourage the children to describe how the plants look. Talk about the different parts of the plant.***  Explore the natural world around them, making observations and drawing pictures of animals and plants. | Name and describe basic features of plants and trees. | Parts of plants and trees include trunk, branch, twig, roots, stem, flowers and leaves.  A sunflower is a type of plant.  Parts of a plant include the roots, stem, leaves, flowers and petals.  Plants need air, sunlight, warmth, water and nutrients from soil to grow. |
| Develop  **Garden Hunt**  Lesson 7 | ***Take the children on a scavenger hunt in the school grounds.***  Explore the natural world around them, making observations and drawing pictures of animals and plants. | With support, observe, record and talk about materials and living things |  |
| Develop  **Who’s in the garden?**  Lesson 8 | ***Discuss with the children how butterflies use their tongue, called a proboscis, to drink nectar from flowers.***  Explore the natural world around them, making observations and drawing pictures of animals and plants. | With support, observe, record and talk about materials and living things. | Butterflies feed on nectar from flowers.  They suck the nectar through a long tongue called a proboscis, which they unroll. |
| Develop  **Eco Gardeners**  Lesson 9 | ***Explain that gardeners using compost to give growing plants extra nutrients.***  Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. | Describe some ways that plants or animals should be cared for in order for them to survive. | Plants and animals are living things. Plants need water, sunlight and air to survive. Animals need food, water, air and shelter to survive. |
| Enhanced Provision  **Hidey Homes**  Lesson 10 | ***Encourage children to fill the bottles with the materials to create hidey homes for garden animals.***  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | Observe and describe living things and their habitats within the local environment. | A habitat is a place where living things live. Local habitats include woodlands, gardens and ponds. Other habitats include hot places, such as deserts, and cold places, such as the Arctic. |
| Enhanced Provision  **Pressed flowers**  Lesson 11 | ***Offer hand lenses for the children to look closely at the different parts of the flowers.***  Explore the natural world around them, making observations and drawing pictures of animals and plants. | Begin to name and group plants and trees according to their observable features. | Plants and trees are living things. They can be identified according to their features, such as leaves, seeds and flowers. |

**Summer – EYFS – Cycle A**

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| **Shadows and Reflections** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop  **What is a shadow?**  Lesson 1 | ***Explain that a shadow is a dark shape that can be seen on a surface like a floor or a wall. It is made when an opaque, or not see through, object blocks light.***  Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. | Name and describe natural phenomena, such as the size of shadows, the colours of a rainbow, the speed of clouds moving across the sky and the strength of a wave. | Natural phenomena include weather, shadows, rainbows, clouds, flooding and waves.  A shadow is a dark shape that can be seen on a surface like a floor or a wall. It is made when an opaque object blocks light.  Shadows created by the Sun, move and change shape during the day. |
| Develop  **Let’s Investigate**  Lesson 2 | ***Display a variety of transparent and opaque objects for the children to explore outside on a sunny day.***  Sort and group materials and resources and talk about how they are similar or different. | Compare and group objects and materials according to simple given criteria. | Objects can be compared and grouped according to their shape, colour, material or use.  Some objects are opaque (not see through) and others are transparent (see through). Opaque objects create shadows, whereas transparent objects do not. |
| Enhanced Provision  **Shadow Patterns**  Lesson 3 | ***Challenge the children to make shadow pictures and patterns using the objects.***  Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. | Make a shadow bigger or smaller using toys, play equipment and a light source. | A shadow is the same shape as the object that makes it. Shadows change during the day. |
| **Big Wide World** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop  **Animals around the world**  Lesson 1 | ***Invite the children to talk about the animals and identify any features they have in common.***  Explore the natural world around them, making observations and drawing pictures of animals and plants. | Identify common features for different groups of animals, including wild and domestic animals. | Different animal groups have some common body parts, such as birds have wings and fish have fins. |
| Develop  **Under the same sky**  Lesson 2 | ***Explain that even though animals and habitats worldwide might look different, they have lots of similarities.***  Explore the natural world around them, making observations and drawing pictures of animals and plants. | Identify common features for different groups of animals, including wild and domestic animals. | Different animal groups have some common body parts, such as birds have wings and fish have fins. |

**Summer – EYFS – Cycle A**

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| **Big Wide World** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop  **Recycling**  Lesson 3 | ***Invite the children to explore the objects and discuss the materials out of which they are made.***  Sort and group materials and resources and talk about how they are similar or different. | Name and sort everyday items into groups of the same material. | Objects are made from different materials. Everyday materials include, wood, plastic, glass, fabric, metal and stone. Materials have different properties. |
| **Splash** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop  **Hydration**  Lesson 1 | ***Ask them what they can do to help the plant to survive and grow.***  Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. | Describe some ways that plants or animals should be cared for in order for them to survive. | Plants and animals are living things. Plants need water, sunlight and air to survive. Animals need food, water, air and shelter to survive. |
| Enhanced Provision  **Water Building**  Lesson 2 | ***Provide a selection of foam shapes and wooden and plastic blocks in the water tray.***  Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. | Describe, predict and sort things that float and sink and talk about the forces that they can feel. | Some objects float and others sink. When an object sinks it falls through water to the bottom of the vessel. An object that floats stays at the water's surface. |
| Enhanced Provision  **Is it waterproof?**  Lesson 3 | ***Provide spray bottles filled with water and various fabrics or materials, such as hessian, cotton, foil, plastic, oilcloth, paper and tissue.***  Sort and group materials and resources and talk about how they are similar or different. | Compare and group objects and materials according to simple given criteria. | Objects can be compared and grouped according to their shape, colour, material or use. |
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| **Key Vocabulary**  Report and Conclude – change, colour, different, discuss, feel, seasonal change, describe, group, sort, discuss, explain, talk, discussion, talk, describe, explain, reason, count, most common, record, weather chart, ask, draw, explain, label, observe, photograph, question, show, compare, share.  Living Things – animal, ash, beech, bird, change, decay, horse chestnut, insect, leaf, oak, spider, squirrel, sycamore, tree, wild animal, woodland plant, ant, bee, butterfly, caterpillar, change, chrysalis, egg, grow, hatch, ladybird, life cycle, pupa, slug, spider, woodlouse, worm.  Observation – colour, compare, explore, feel, fruit, leaf, pattern, shape, skeleton, smell, taste, vegetable, vein, change, touch, explain beak, claw, describe, eye, look, night-vision, sense, sniff, softest, watch, wildlife camera, wing, cold, explain, freeze, ice, melt, slippery, smooth, warm, wet, footprint, fossil, palaeontologist, prehistoric creature, see, spot, discuss, idea, photograph, question, test, butterfly, collect, different, nectar, observe, proboscis, record, same, scent, shape, tongue, watch, talk, similar, handle, liquid, predict, solid, water, warm.  Questioning – dislike, like, talk, how, question, who, why, which, ask, different, same, what, where, when, ask, explain, explore, listen, reason, compare, whose.  Identification and classification – animal, autumn, badger, beak, change, claw, deer, feather, feature, fox, fur, identify, leaf, owl, paw, pet, rabbit, seed, sense, sight, smell, sound, squirrel, touch, whisker, wild, animal, dull, group, light, non-shiny, reflect, shiny, sort, nocturnal, Arctic fox, Arctic wolf, animal, camouflage, climate, cold, emperor penguin, fur, harp seal, live, orca, polar bear, reindeer, snow leopard, snowy owl, walrus, weather, colour, different, flower, fruit, leaf, petal, plant, root, shape, similar, stem, vegetable, wildflower, bounce, colourful, dull, mirror, reflect, reflection, reflective surface, shiny, smooth, symmetry, animal, cardboard, glass, habitat, metal, paper, plastic, recyclable material.  Parts and Function – beak, branch, claw, feather, flower, fur, leaf, root, shape, size, stem, trunk, twig, bat, diurnal, ear, eye, fur, mammal, nocturnal, sense, skin, teeth, wing, legs, wings, cold-blooded, dinosaur, hair, horn, lizard, plate, reptile, scale, spike, warm-blooded, antennae, grow, hard outer shell, insect, petal, plant, root, seed, stem, animal, body, different, feature, feet, habitat, head, nose, same, tail, teeth, tusk, whisker.  Survival – claw, feather, feature, fur, hibernate, survive, warm, extinct, bird, bird feeder, care, help, winter, flower, grow, plant, seed, soil, sow, sunlight, water, air, care, change, compost, conservation, decay, gardener, grow, mould, nutrients, sunshine, warmth, watering, drink, hydrated, living things.  Changes – autumn, change, season, spring, summer, weather, winter, moon, sun, dark, day, daytime, light, night, night time, sky, star, clothes, cold, day length, frost, grow, ice, leaf, plant, snow, tree.  Forces – container, float, sink, freeze, melt, heavy, light, water.  Habitats – environment, school grounds, woodland, different, local environment, similar, flower, garden, insect, leaf, live, local, park, plant, rock, soil, tree bark, wildlife.  Physical things – cotton wool, fabric, foam, hessian, material, wadding, hard, rough, smooth, soft, group, opaque, shadow, transparent, waterproof.  Properties and uses – hard, magnetic, material, soft, waterproof, dry, fabric, material, not waterproof, water, wet.  Investigation – explore, light, non-shiny, reflect, shiny, torch, answer, ask, build, challenge, freeze, investigation, listen, melt, question, test, challenge, create, play, change, investigate, predict, test, watch.  Phenomena- block, cast, dark, light, shadow, bigger, shape, smaller, cloud, colour, fall, rain, rainbow, water droplet, wind, afternoon, block, cast, change, darker, disappear, echo, light, midday, morning, opaque, shade, size, solid, sun, surface, transparent.  Modelling – dark, globe, light, night, planet, torch, light, shadow.  Earth – change, cold, freeze, frost, ice, icicle, season, snow, snowflake, weather, winter, change, cloud, puddle, rain, sky, spring, springtime, autumn, seasonal change, summer, blossom, mist, sunshine, thunderstorm, wind.  Pattern seeking – cold, frost, ice, snow, winter, animal, autumn, change, different, job, plant, season, spring, summer, weather.  Nutrition – carnivore, food, herbivore, meat, plant, teeth.  Gather and record data – chart, choose, collect, count, favourite, least, most, pictogram, vote, compare, discover, longest, popular, shortest.  Measurement – block, compare, length, measure, metre stick, size, trundle wheel, observe, timer.  Staying safe – equipment, follow instructions, listen, safely.  Healthy lifestyle – clothing, fan, hot, hydrate, protect, safety, shade, suncream, sun hat, sunburn, sunglasses, sunshine, water, clean, dirty, germs, handwashing, hygiene, soap, wash. |