

Autumn Term - The Human Body

What should the children already know?

What should the children know by the end of the unit?

Key Vocab

That the human body is made up of different parts.

Be able to label basic parts of the human body.

Know that humans are a type of animal.

Recognise that not all humans are the same and talk about their differences.

- Senses
- Sight
- Touch
- Hearing
- Taste
- Smell
- Human
- Male
- Female
- various body parts
- basic organ names
- some names of bones

Curriculum Coverage

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Recognise that humans are animals.

Compare and describe differences in their own features (eye, hair, skin colour, etc.).

Recognise that humans have many similarities.

Working Scientifically

Identifying and classifying

Using observations to suggest answers to questions

Spring Term - Seasons

What should the children already know?

Be able to explore the natural world around them, making observations and drawing pictures.

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.

What should the children know by the end of the unit?

That there are 4 seasons in a year.

Understand that the weather varies from season to season and be able to describe typical weather for each season.

Be able to explain what is included in the term 'weather'.

That daylight hours change through the seasons and begin to understand why.

Key Vocab

- Seasons
- Autumn
- Winter
- Spring
- Summer
- Daylight
- Weather
- Rain
- Cloud
- Sun
- Snow
- Hail
- Wind
- Rainbow

Curriculum Coverage

Observe and describe changes across the four seasons.

Observe and describe weather associated with the seasons and how day length and temperature varies

Working Scientifically

Asking simple questions and recognising that they can be answered in different ways

Observing closely, using simple equipment

Gathering and recording data to help in answering questions.

Summer Term - Plants

What should the children already know?

- Be able to explore the natural world around them, making observations and drawing pictures of 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.

What should the children know by the end of the unit?

Common Names and Basic Structure:

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- Identify and describe the basic structure of a variety of common flowering plants, including trees (at least: flower, leaf, root, stem, trunk, seed, branch and petal).

Plant growth:

- 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 healthy (and how changing these affects the plant).
- Plants are living and eventually die.

Key Vocab

- Wild plants
- Garden plants
- Weeds
- Deciduous
- Evergreen
- Roots
- Stem
- Leaves
- Flowers
- Petals
- Fruit
- Seeds
- Bulbs

Curriculum Coverage

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- Identify and describe the basic structure of a variety of common flowering plants, including trees (at least: flower, leaf, root, stem, trunk, seed, branch and petal).

Working Scientifically

Identifying and classifying
Using their observations and ideas to suggest answers to questions
Gathering and recording data to help in answering questions.