

Title	The human animal
Overview	To aim of this unit is to develop an understanding of the basic structure and function of the human body including knowing the names of some of the main-external features. They will explore aspects of the human life cycle appropriate for their age. Children will carry out investigations into the senses as well as variation between themselves and others (with sensitivity).
Knowledge Acquisition	By the end of this unit children will have developed an understanding of the basic structure and function of the human body. They will explore aspects of the human life cycle. Children will know that a human has five senses. They will carry out investigations into the senses as well as variation between themselves.
Vocabulary	Human, body, head, arm, leg, eyes, ears, nose, mouth, senses, smell, taste, touch, sight, hearing
Key Learning Objectives	<p>EYFS</p> <ul style="list-style-type: none"> ➤ Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. <p>Year 1</p> <ul style="list-style-type: none"> ➤ Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <ul style="list-style-type: none"> ➤ Understand how senses enable humans and other animals to be aware of the world around them. ➤ Recognise similarities and differences between themselves and others, and to treat others with sensitivity. ➤ Compare main external parts of humans to other animals
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Drawing and labelling the human body. ➤ A range of practical experiences that explore the full range of the senses e.g. feely bags, blindfolded games and tasting tests etc ➤ Welly walk exploring our senses. ➤ Learn the senses song

Title	Zootopia
Overview	In this unit, children will learn about the diversity of animal life on our planet. They will begin by considering what defines a living organism in terms of the processes of life and the differences between plants and animals. They will explore the basic structures of different animals and learn the names and identifying characteristics of the main groups. Children will explore adaptation at basic level by looking at the relationship between animal bodies and their life style e.g. diet and habitat.
Knowledge Acquisition	By the end of this unit children will have a better understanding about the diversity of animal life on our planet. They will understand what defines a living organism and the differences between plants and animals. Children will know identifying characteristics of the main groups. Children will begin to have an understanding of adaptation by looking at the relationship between animal bodies and their life style.
Vocabulary	Common animals, fish, amphibians, birds, reptiles, mammals, pets, herbivores, carnivores, omnivores, diet, meat, plants, characteristic
Key Learning Objectives	EYFS ➤ Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Year 1 ➤ Describe and compare the structure of a variety of common animals ➤ Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals
	➤ Identify and name a variety of common animals that are carnivores, herbivores and omnivores by noting indicative features ➤ Group living things according to observable similarities and differences
Suggested Learning Experiences	➤ Drawing a labelling a variety of animal forms ➤ Handling of a range of visiting animals or visit a zoo. ➤ Classifying models/pictures of animals based on physical features e.g. using Venn Diagrams and dichotomous keys. ➤ Matching animals to lifestyles (how they move/nocturnal etc) and diets through physical features.

Title	Material World
Overview	Through this unit children learn about the characteristics and the subsequent uses of a range of common materials and develop the appropriate vocabulary for describing and comparing materials.
Knowledge Acquisition	By the end of this unit children will have an understanding of a range of common materials. They will be able to describe, compare and sort materials. They will have carried out various experiments to investigate which materials are absorbent and which are waterproof.
Vocabulary	Material, wood, plastic, glass, metal, paper, rock, brick, fabric, properties, hard, soft, absorbent, waterproof, bendy, stretchy, stiff
Key Learning Objectives	<p>EYFS</p> <ul style="list-style-type: none"> ➤ Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. <p>Year 1</p> <ul style="list-style-type: none"> ➤ Recognise and name common types of material and recognise that some of them are found naturally ➤ Find out how the shapes of objects made from some materials can be changed by some processes, including squashing, bending, twisting and stretching ➤ Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses ➤ Use their senses to explore and recognise the similarities and differences between materials ➤ Describe the simple physical properties of a variety of everyday materials ➤ Sort objects into groups on the basis of simple material properties ➤ 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
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Sorting materials ➤ Testing Materials: magnetic, waterproof, absorbent, rigid, etc ➤ Design an umbrella/rain coat for class teddy (which material will be best, test their design)

Title	Feel the Force
Overview	The aim of this unit is for children to understand how pushes and pulls affect the movement and shape of objects.
Knowledge Acquisition	By the end of this unit children will understand how the force of a pull and push affects the movement and shape of objects
Vocabulary	Force, push, pull, movement, float, sink, magnet
Key Learning Objectives	EYFS ➤ Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Year 1 ➤ To understand how pushes and pulls affect the movement and shape of objects.
Suggested Learning Experiences	➤ Explore everyday situations involving forces and identify the forces involved e.g. push, pull and twist etc. ➤ Carry out a range of investigations with toys e.g. cars on ramps, falling, floating and sinking.

Title	How does your garden grow?
Overview	To aim of this unit is to develop an understanding of the structure and function of a plant including knowing the names of some of the common plants in their local environment. Children will investigate some of the basic processes of plants with a focus on the growth of seeds.
Knowledge Acquisition	By the end of this unit the children will have an understanding of the structure and function of plants. Children will be able to name some common plants and trees. They will have carried out an investigation on the growth of seeds and taken observations over time.
Vocabulary	Common plants, wild plants, garden plants, deciduous, evergreen, tree, trunk, branches, leaf, root, bud, flower, blossom, petals, fruit, vegetables, bulb, seed
Key Learning Objectives	EYFS Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Year 1 ➤ To know what a plant is and how they are different from animals. ➤ To identify and name a variety of common wild and garden plants, including



	<p>deciduous and evergreen trees.</p> <ul style="list-style-type: none"> ➤ To recognise and name the basic structure of plants (including trees). ➤ Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. ➤ To understand that seeds grow into flowering plants. ➤ To observe how plants change over time. ➤ Observe changes across the four seasons ➤ Observe and describe weather associated with the four seasons.
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Drawing and labelling a variety of plants. ➤ Children plant a sunflower seed and observe changes over time. ➤ Grow cress and keep a diary of growth and experiment with different conditions to investigate the best conditions for growth ➤ Dissect a plant and label the parts. ➤ Welly walk to identify common plants ➤ Welly walk to identify deciduous and evergreen trees.

Title	See the light
Overview	Children will understand how light originates from a source and be able to distinguish between an original source and reflected light. They will learn that darkness is the absence of light and begin to explore how we see things.
Knowledge Acquisition	By the end of this unit the children understand how light originates from a source and be able to distinguish between an original source and reflected light. They will know that darkness is the absence of light and begin to explore how we see things.
Vocabulary	Light, dark, shadow, reflect, natural, sunlight, moon, torch, candle, lamp
Key Learning Objectives	<p>EYFS</p> <ul style="list-style-type: none"> ➤ Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes <p>Year 1</p> <ul style="list-style-type: none"> ➤ To identify different light sources, including the sun ➤ To understand that darkness is the absence of light
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Identify different light sources. ➤ Explore how it easy it is to see things in different lights. ➤ Look at how objects and clothes can be designed to show up in low light. Design some of their own.