

Long Term planning

Year R	
Birth to 5 Understanding the world (The World)- Range 5	<ul style="list-style-type: none">• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world• Talks about why things happen and how things work• Developing an understanding of growth, decay and changes over time• Shows care and concern for living things and the environment• Begin to understand the effect their behaviour can have on the environment
Birth to 5 Understanding the world (The World)- Range 6	<ul style="list-style-type: none">• Looks closely at similarities, differences, patterns and change in nature• Knows about similarities and differences in relation to places, objects, materials and living things• Talks about the features of their own immediate environment and how environments might vary from one another• Makes observations of animals and plants and explains why some things occur, and talks about changes

Year 1						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Our Body	Materials	Seasons- Winter	Animals including humans	Plants	Seasons- Summer
	<p>Outcome: -Identify and label the human body, say which part is associated with each sense.</p> <p>Skills: - Identifying body parts. -Identifying and naming body parts and associated senses. -Explore and compare the different scents/fragrances.</p>	<p>Outcome: - Distinguish between an object and the material it is made from. - Compare and describe the properties of materials and how these are used for specific purposes.</p> <p>Skills: -Distinguish between objects and the material from which it is made. -Identify and name a variety of everyday materials. - Describe the simple physical properties of a variety of everyday materials. - Using their observations and ideas to suggest answers to questions.</p>	<p>Outcome: -Observe changes in winter. (weather, length of day, temperature, frost, snow, ice and how humans adapt to the changes). -Using our senses to explore Winter.</p> <p>Skills: -Observing the changes in the weather - Identifying and classifying the different seasons</p>	<p>Outcome: -Identify and name animals, sort them into carnivores, herbivores and omnivores. -Describe and compare the structure of common animals.</p> <p>Skills: - Name a variety of common animals and compare their body parts. - Understand the terms fish, bird, amphibian, reptile and mammal. -Suggest what type of an animal to classify common animals under. - Sort common animals based on their diet.</p>	<p>Outcome: -Identify and name various common plants. Know the term deciduous and evergreen. -Identify the basic structure of a plant (root, stem, leaf and flower)</p> <p>Skills: -Observe closely, use simple equipment -Observe changes over time -Record simple data and observations. -Record and communicate their findings in a range of ways and begin to use simple scientific language. -To gather information to answer a question.</p>	<p>Outcome: -Observe changes in summer. (weather, length of day, temperature, the sun and how humans adapt to the changes) -Using our senses to explore Summer. Compare and contrast all of the seasons.</p> <p>Skills: -Observing the changes in the weather - Identifying and classifying the different seasons</p>

		- Everyday materials-gathering and recording data to help in answering questions.				
Topic 2	N/A	Seasons- Autumn	N/A	Seasons- Spring	N/A	N/A
		<p>Outcome: -Observe changes in autumn. (weather, length of day, temperature, leaf fall on a tree and how humans adapt to the changes). Using our senses to explore Autumn.</p> <p>Skills: -Observing the changes in the weather - Identifying and classifying the different seasons</p>		<p>Outcome: -Observe changes in spring. (weather, length of day, temperature, leaf growth on a tree and how humans adapt to the changes). Using our senses to explore Spring.</p> <p>Skills: -Observing the changes in the weather - Identifying and classifying the different seasons</p>		

Year 2						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Materials	Living things and their habitat	Plants	Materials	Living things and their habitat	Animals including humans
	<p>Outcome:</p> <ul style="list-style-type: none"> - Compare and describe the properties of materials and how these are used for specific purposes. -Make predictions and record results. <p>Skills:</p> <ul style="list-style-type: none"> - Identifying and classifying -Observing closely, using simple equipment. -Using their observations and ideas to suggest answers to questions. -Performing simple tests. -Uses of everyday materials – compare the suitability of a variety of everyday materials 	<p>Outcome:</p> <ul style="list-style-type: none"> - Living things are adapted to survive in different habitats. -Compare animals in cold habitats to animals living in our locality. -Different animals and plants adapt to live in different places. <p>Skills:</p> <ul style="list-style-type: none"> -Identify that most living things live in habitats that are suited to them. - Describe how different kinds of animals depend on each other. - Find out and describe the basic needs of animals, including humans for survival. - Observing closely using simple equipment. Using their observations and ideas to suggest answers to questions 	<p>Outcome:</p> <ul style="list-style-type: none"> - Identify and name various common plants. -Know the term deciduous and evergreen. -Identify the basic structure of a plant (root, stem, leaf and flower) -Find out how plants need water, light and a suitable temperature to grow and stay healthy. <p>Skills:</p> <ul style="list-style-type: none"> - Observing closely, using simple equipment. Using their observations and ideas to suggest answers to questions. Performing simple tests. - Identifying and classifying 	<p>Outcome:</p> <ul style="list-style-type: none"> - Compare and describe the properties of materials and how these are used for specific purposes. -Include squashing, bending, twisting, stretching. -Make predictions and record results. <p>Skills:</p> <ul style="list-style-type: none"> - Understand that some materials can bend, twist and stretch. - Be familiar with venn diagrams. - Understand how to compare materials. -Say some similarities and differences between elastic and playdough. - Design and carry out a simple investigation. - Make a conclusion and explain their thinking 	<p>Outcome:</p> <ul style="list-style-type: none"> - Living things are adapted to survive in different habitats. -There is variation between all living things. -Different animals and plants live in different places. <p>Skills:</p> <ul style="list-style-type: none"> -Observe microhabitats and their inhabitants and understand why they live there -Understand that different habitats provide for the basic needs of different kinds of living things -Understand that there are a varied amount of microhabitats with different features and conditions -Understand that habitats can be small 	<p>Outcome:</p> <ul style="list-style-type: none"> - Notice that animals, including humans, have offspring that grow into adults. -Find out about the basic needs of animals and humans for survival (water, air and food) -Describe the importance for humans of exercise, eating the correct amount of different food, and hygiene. <p>Skills:</p> <ul style="list-style-type: none"> - Describe how animals change as they grow. -Match animals and their babies. -I can describe how humans change as they grow. - I can set up a test to find out if children are

					<p>and local but also very extensive</p> <ul style="list-style-type: none"> -Understand that creatures are adapted for their own habitats -Research and consider a specific habitat and recreate it in a shoebox diorama -Understand what is meant by a food chain -Understand that living things need other living things to survive -Observe parts of food chains in the school grounds and discuss what would happen in the rest of the food chain -Understand that creating different microhabitats will encourage a variety of creatures -Understand that microhabitats need to vary according to their inhabitants' needs 	<p>faster when they are older.</p> <ul style="list-style-type: none"> - I can describe the basic needs of humans and animals. - I can ask and answer questions about a pet -I can identify healthy and unhealthy food, and say how much of them I should eat. -I can suggest ways to improve my diet. -I can give reasons why humans need to exercise. -I can gather information about heart rate as we exercise. -I know how and why I should keep myself clean. - I can look closely and record what I see.
Topic 2	N/A	Animals including humans	N/A	N/A	N/A	N/A

		<p>Outcome:</p> <ul style="list-style-type: none"> - Find out about the basic needs of animals and humans for survival (water, air and food) <p>Skills:</p> <ul style="list-style-type: none"> - Describe how different kinds of animals depend on each other. - Find out and describe the basic needs of animals, including humans for survival. - Observing closely using simple equipment. Using their observations and ideas to suggest answers to questions 				
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