

<p style="text-align: center;"><u>Animals including humans</u></p> <p>The children will be taught:</p> <ul style="list-style-type: none"> • names of common animals that are birds, fish, amphibians, reptiles and mammals • to identify animals that are carnivores, herbivores and omnivores • about simple similarities and differences between birds, fish, amphibians, reptiles and mammals. 	<p style="text-align: center;"><u>Plants</u></p> <p>The children will be taught:</p> <ul style="list-style-type: none"> • to make simple observations about the changes seen as a plant (flower or vegetable) grows • to make simple observations about the changes in a plant from autumn to summer • names of the most common trees within the school grounds • to Identify the difference between trees known as evergreen and deciduous • names of some common flowers found in the rockeries and flower beds • to identify and label the root, stem, leaf and flower of a plant; identify the trunk, bark, branches and root of a tree. 	<p style="text-align: center;"><u>Uses of everyday materials</u></p> <p>The children will be taught:</p> <ul style="list-style-type: none"> • to identify something as wood, plastic, glass, paper, fabric, elastic, water and rock • to identify the main types of materials (wood, plastic, glass, brick, fabric) used within the school environment • what the terms: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof mean • the meaning of the terms absorbent, opaque and transparent • how to describe a material using correct property terminology.
<p style="text-align: center;"><u>Earth and space</u></p> <p>The children will be taught:</p> <ul style="list-style-type: none"> • the name the four seasons • to place the seasons in a sequence • to identify how things change within the school environment across the seasons • how to collect information about types of weather experienced during the school year • how to look at the Sun safely and why this is important • to identify when day light should be longer and shorter • the names of different types of weather • how to make general statements about key differences between the weather during the seasons • to identify some places in the world where it is much hotter or colder than in the UK. 		
<p style="text-align: center;"><u>Working scientifically.</u> The children will have the opportunity to:</p> <ul style="list-style-type: none"> • ask simple questions and recognising that they can be answered in different ways • observe closely, using simple equipment • perform simple tests • identify and classify living things and materials • use their observations and ideas to suggest answers to questions • gather and record data to help in answering questions 		