































































SEASONAL CHANGES - Autumn 1 & ongoing, YEAR 1

Early Years	Year 1	Year 3/5
<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	<ul style="list-style-type: none">Observe changes across the four seasons.Observe and describe weather associated with the seasons and how day length varies.	<ul style="list-style-type: none">Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. (Y3 - Light)Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. (Y5 - Earth and space)
	<div><div><p>season</p></div><div><p>spring</p></div><div><p>summer</p></div><div><p>autumn</p></div><div><p>winter</p></div><div><p>weather</p></div><div><p>hot/warm</p></div><div><p>cool/cold</p></div><div><p>sun/sunny</p></div><div><p>cloud/cloudy</p></div><div><p>wind/windy</p></div><div><p>rain/rainy</p></div></div>	<div><div><p>snow/snowing</p></div><div><p>hail/hailing</p></div><div><p>sleet</p></div><div><p>frost</p></div><div><p>fog/mist</p></div><div><p>ice/icy</p></div><div><p>rainbow</p></div><div><p>thunder</p></div><div><p>lightning</p></div><div><p>storm</p></div><div><p>light/dark</p></div><div><p>day/night</p></div></div>

Bounds Green School Science Unit		
ANIMALS INCLUDING HUMANS (human body & senses) - Autumn 2, YEAR 1		
Year 1	Year 2	Year 3
<ul style="list-style-type: none">Identify, name, draw and label the basic parts of the human bodySay which part of the body is associated with each sense. <div><div><div>body</div><div>head</div><div>neck</div><div>arms</div><div>elbows</div><div>legs</div><div>knees</div><div>face</div><div>ears</div><div>eyes</div><div>eyebrows</div><div>eyelashes</div><div>nose</div><div>hair</div><div>mouth</div><div>teeth</div><div>tongue</div><div>feet</div><div>toes</div><div>fingers</div><div>nails</div><div>ankle</div><div>calf</div><div>thigh</div></div><div><div>hips</div><div>shoulders</div><div>waist</div><div>back</div><div>trunk</div><div>wrist</div><div>chest</div><div>hands</div><div>senses</div><div>smell</div><div>touch</div><div>hearing</div><div>taste</div><div>sight</div></div></div>	<ul style="list-style-type: none">Notice that animals, including humans, have offspring which grow into adults.Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	<ul style="list-style-type: none">Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
	<div><div>offspring babies young grow change adults older/younger baby/toddler/child/ teenager</div><div>basic needs water food air breathing survival exercise</div></div>	<div><div>food types fruit and vegetable bread, rice, potato, pasta milk and dairy foods foods high in fat or sugar meat, fish, egg, beans hygiene clean wash healthy medicine drugs</div><div>nutrition nutrients food types fruit and vegetable bread, rice, potato, pasta milk and dairy foods foods high in fat or sugar meat, fish, egg, beans carbodrates protein vitamins and mineral fat dietry fibre water balanced diet</div><div>skeleton muscles support protection movement skull ribs spine/vertebra joints sockets bones tendons vertebrate/invertebrate</div></div>

MATERIALS - YEAR 1 - Spring 1 & 2

Year 1

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.



Year 2

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

suitable/unsuitable
use/useful
object
material
property
wood
plastic
glass
metal
water
rock
brick
paper
fabrics
elastic
foil
card/cardboard
rubber
wool
clay
hard
soft
stretchy

rigid
flexible
waterproof
absorbent
strong/weak

rough
smooth
reflective
non reflective
transparent
opaque
translucent
shape
changed
push/pushing
pull/pulling
twist/twisting
squash/squashing
bend/bending
stretch/stretching
pinch/pinching
poke/poking
roll/rolling
squeeze/squeezing

Year 3

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance.

rock
stone
pebble
boulder
soil
fossils
grains
crystals
hard/soft
texture
absorb water
let water through
marble
chalk
granite
sandstone
slate
sandy soil
clay soil
chalky soil
peat

YEAR 1, ANIMALS INCLUDING HUMANS (animals - vertebrates) Summer 1

Year 1

- 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.
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).



pets



animal types



tail



wing



claw



fin



scales



feathers



fur



beak



hair



snout



vertebrate



amphibian



mammal



birds



fish



insects



reptile



diet



adult



carnivore



herbivore



omnivore

Year 2

- Notice that animals, including humans, have offspring which grow into adults.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

offspring

babies
young
grow
change
adults
older/younger
baby/toddler/child/
teenager

basic needs
water
food
air
breathing
survival
exercise

food types
fruit and vegetable
bread, rice, potato,
pasta
milk and dairy foods
foods high in fat or
sugar
meat, fish, egg, beans
hygiene
clean
wash
healthy
medicine
drugs

Year 3


















- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

nutrition
nutrients
food types
fruit and vegetable
bread, rice, potato, pasta
milk and dairy foods
foods high in fat or sugar
meat, fish, egg, beans
carbohydrates
protein
vitamins and mineral
fat
dietary fibre
water
balanced diet

skeleton
muscles
support
protection
movement
skull
ribs
spine/vertebra
joints
sockets
bones
tendons
vertebrate/invertebrate



PLANTS (identifying plants & their parts) - Summer 2, YEAR 1

Year 1	Year 2	Year 3	
<ul style="list-style-type: none"> identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	
<div>  plant  leaf  flower </div> <div>  blossom  petal  fruit </div> <div>  berry  root  branch </div> <div>  bulb  seed  trunk </div> <div>  stem  stalk  vegetable </div> <div>  deciduous  evergreen </div>	seeds bulbs fully grown water light damp/wet/dry dark/light hot/warm/cool/cold grow/growth healthy shoot seedling germinate wither/limp die dry/crispy soil earth use comparatives e.g. hotter	part role leaf/leaves flower blossom petal fruit berry root bulb seed trunk branch stem bark stalk water light air nutrients soil fertiliser	damp/wet/dry dark/light hot/warm/cool/cold use comparatives e.g. hotter grow/growth healthy transported life cycle pollination seed formation seed dispersal