


Year 1 Long Term Plan

	Seasonal Changes Main Topic Autumn	Plants	Everyday Materials	Seasonal Changes Winter	Animals	Seasonal Changes Spring	Plants	Seasonal Changes Summer	Working Scientifically – Link back to materials and animals
	Autumn 1 and throughout the year Looking at changes throughout year and how plants change to link with plants topic. Plant flowers/vegetables that can be observed through the year.		Autumn 2		Spring 1 and Spring 2		Summer 1 – Continue into Summer 2 if needed Planting to take place throughout the year. Planned visits to wildlife garden in each month/season.	Summer 2 Link with Hodgeheg Follow up on Plants to see changes Summer Seasons lessons to discuss changes and use wildlife garden	
Key Vocabulary	Weather (sunny, rainy, windy, snowy etc.) Seasons (winter, summer, spring, autumn) Sun, sunrise, sunset, day length See Plants – Summer 1		Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through		Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves • Names of animals experienced first-hand from each vertebrate group • Parts of the body including those linked to PSHE teaching • Senses – touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue		Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud Names of trees in the local area Names of garden and wild flowering plants in the local area	Enquiry Research Investigate Recap: Habitat, material, observation, plants vocabulary, weather vocabulary	
Previous Knowledge	Nursery – Plants & Animals, excluding humans • Understand the key features of the life cycle of a plant and an animal. Reception – Seasonal changes • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them.		Nursery - Materials, including changing materials • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about the differences between materials and changes they notice. Reception • Exploring different materials in the provision areas, including constructing with them, exploring them in the water area, and using them in the other areas of provision. They may have a basic understanding of what objects are made from and some simple physical properties.		Nursery – Plants & Animals, excluding humans • Understand the key features of the life cycle of a plant and an animal. • Explore the natural world around them. Reception – Seasonal changes • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them.		Nursery • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. Reception • Explore the natural world around them. • Recognise some environments that are different to the one in which they live.	Reception • Using exploration to discover the world around them • Open ended questions to find answers to	
NC Objectives	• Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.		• 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.		• 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) • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.		• 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.	• Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.	• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • Year 2 Objective – Linked to habitats of Hedgehogs and Tadpoles. • Choosing materials appropriate to the task
Misconception	Some children may think: • it always snows in winter • it is always sunny in the summer • there are only flowers in spring and summer • it rains most in the winter.		Some children may think: • only fabrics are materials • only building materials are materials • only writing materials are materials • the word ‘rock’ describes an object rather than a material • ‘solid’ is another word for hard.		Some children may think: • only four-legged mammals, such as pets, are animals • humans are not animals • insects are not animals • all ‘bugs’ or ‘creepy crawlies’, such as spiders, are part of the insect group • amphibians and reptiles are the same.		Some children may think: • plants are flowering plants grown in pots with coloured petals and leaves and a stem • trees are not plants • all leaves are green • all stems are green • a trunk is not a stem • blossom is not a flower.	Some children may think: • Hedgehogs only eat plants • They come out in the day • They only live in woodland	

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		Seasonal Changes & Plants	Everyday Materials	Animals & Seasonal Changes	Plants & Seasonal Changes	Working Scientifically
		Autumn 1 and throughout the year Looking at changes throughout year and how plants change to link with plants topic.	Autumn 2	Spring 1 and Spring 2 (Seasons lessons to look at Spring and to identify plants that are starting to grow)	Summer 1 Also planting to take place throughout year plus visits to wildlife garden – Autumn 1, Spring 1	Summer 2 Link with Hodgeheg
Key knowledge to be assessed		<ul style="list-style-type: none">•In the UK, the day length is longest at mid-summer (about 16 hours) and gets shorter each day until mid-winter (about 8 hours) before getting longer again.•The weather also changes with the seasons. In the UK, it is usually colder and rainier in winter, and hotter and dryer in the summer. The change in weather causes many other changes.•Some examples are: numbers of minibeasts found outside; seed and plant growth; leaves on trees; and type of clothes worn by people. <p>See Summer 1 for plants key knowledge.</p>	<ul style="list-style-type: none">•All objects are made of one or more materials.•Some objects can be made from different materials e.g. plastic, metal or wooden spoons.•Materials can be described by their properties e.g. shiny, stretchy, rough etc. Some materials e.g. plastic can be in different forms with very different properties.	<ul style="list-style-type: none">•Animals vary in many ways having different structures e.g. wings, tails, ears etc. They also have different skin coverings e.g. scales, feathers, hair.•These key features can be used to identify them.•Animals eat certain things -some eat other animals, some eat plants, some eat both plants and animals.•Humans have key parts in common, but these vary from person to person.•Humans (and other animals) find out about the world using their senses.•Humans have five senses –sight, touch, taste, hearing and smelling. These senses are linked to particular parts of the body.	<ul style="list-style-type: none">•Growing locally, there will be a vast array of plants which all have specific names. These can be identified by looking at the key characteristics of the plant.•Plants have common parts, but they vary between the different types of plants.•Some trees keep their leaves all year while other trees drop their leaves during autumn and grow them again during spring.	<ul style="list-style-type: none">· Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).· 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.· Observe and describe weather associated with the seasons and how day length varies.· Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
What does this look like at Bramhope?	Resources	Bulbs to plant towards end of Au 1 Clipboards/outdoor observation equipment	Materials Building materials Clipboards/outdoor observation equipment	Clipboards/outdoor observation equipment	Different plants Wildlife Garden Matching cards/Identification keys	Wildlife Garden Magnifying glasses Pooters Containers Materials – in wildlife garden for building Clipboards/outdoor observation equipment
	Activities	<ul style="list-style-type: none">• Collect information about the weather regularly throughout the year.• Present this information in tables and charts to compare the weather across the seasons.• Collect information, regularly throughout the year, of features that change with the seasons e.g. plants, animals, humans.• Present this information in different ways to compare the seasons.• Gather data about day length regularly throughout the year and present this to compare the seasons. <p>Seasonal Change Investigation – TAPS focused assessments</p>	<ul style="list-style-type: none">•Classify objects made of one material in different ways e.g. a group of objects made of metal.• Classify in different ways one type of object made from a range of materials e.g. a collection of spoons made of different materials.• Classify materials based on their properties. Test the properties of objects: What’s the best material to fix the umbrella? Make meaningful investigation link. <p>Materials Hunt and Transparency Investigations – TAPS focused assessments</p>	<ul style="list-style-type: none">• Make first-hand, close observations of animals from each of the groups.• Compare two animals from the same or different groups.• Classify animals using a range of features.• Identify animals by matching them to named images.• Classify animals according to what they eat.• Make first-hand close observations of parts of the body e.g. hands, eyes.• Compare two people.• Take measurements of parts of their body. Compare parts of their own body.• Look for patterns between people e.g. Do people with big hands have big feet?• Classify people according to their features.• Investigate human senses e.g. Which part of my body is good for feeling, which is not? Which food/flavours can I identify by taste? Which smells can I match? <p>Animal Classification Investigation – TAPS focused assessments</p>	<ul style="list-style-type: none">•Make close observations of leaves, seeds, flowers etc.• Compare two leaves, seeds, flowers etc.• Classify leaves, seeds, flowers etc. using a range of characteristics.• Identify plants by matching them to named images.• Make observations of how plants change over a period of time.• When further afield, spot plants that are the same as those in the local area studied regularly, describing the key features that helped them. <p>Link with family outings/gardens</p> <p>Leaf Look and Plant Structure Investigations – TAPS focused assessments</p>	<p>Hodgeheg activities – Research, drawing, designing houses, areas, building hedgehog houses. What do they eat? Why are the in danger Research lesson</p> <p>Summer – What changes can you identify Wildlife garden visit</p>
	Enrichment			Lion Learners visit – Discover a range of animals first hand.	Naming trees and plants in the school grounds – Link with local Gardner, Bramhope in Bloom	This will include a visit from a Hedgehog Sanctuary.
	Cross Curricular links/Texts	Link with ‘Where are we in the World’ topic – What is weather like in other places? How does it compare to here?	Trees: Seasons come, Seasons go The Weather Girls	English link with report writing about animals Professor Astrocat’s Human Body Odyssey (relevant pages – not whole book) Trees: Seasons come, Seasons go The Weather Girls	Art links – Sketching flowers, plants, trees A Little Guide to Wild Flowers by Charlotte Voake The Tiny Seed by Eric Carle A seed is sleepy Ten Seeds	Hodgeheg by Dick King-Smith Trees: Seasons come, Seasons go The Weather Girls

Year 1 & 2 Working Scientifically Skills – Taken from PLAN – Progression in working scientifically document

Asking questions and recognising they can be answered in different ways	Making observations and taking measurements	Engaging in practical enquiry to answer questions	Recording and presenting evidence	Answering questions and concluding
<p>Asking simple questions and recognising that they can be answered in different ways</p> <ul style="list-style-type: none"> While exploring the world, the children develop their ability to ask questions (such as what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen). Where appropriate, they answer these questions. The children answer questions developed with the teacher often through a scenario. The children are involved in planning how to use resources provided to answer the questions using different types of enquiry, helping them to recognise that there are different ways in which questions can be answered. 	<p>Observing closely, using simple equipment</p> <ul style="list-style-type: none"> Children explore the world around them. They make careful observations to support identification, comparison and noticing change. They use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make their observations. They begin to take measurements, initially by comparisons, then using non-standard units. 	<p>Performing simple tests</p> <ul style="list-style-type: none"> The children use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. They carry out: tests to classify; comparative tests; pattern seeking enquiries; and make observations over time. <p>Identifying and classifying</p> <ul style="list-style-type: none"> Children use their observations and testing to compare objects, materials and living things. They sort and group these things, identifying their own criteria for sorting. They use simple secondary sources (such as identification sheets) to name living things. They describe the characteristics they used to identify a living thing. 	<p>Gathering and recording data to help in answering questions</p> <ul style="list-style-type: none"> The children record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing. They record their measurements e.g. using prepared tables, pictograms, tally charts and block graphs. They classify using simple prepared tables and sorting rings. 	<p>Using their observations and ideas to suggest answers to questions</p> <p>The children recognise ‘biggest and smallest’, ‘best and worst’ etc. from their data.</p> <p>Using their observations and ideas to suggest answers to questions</p> <ul style="list-style-type: none"> Children use their experiences of the world around them to suggest appropriate answers to questions They are supported to relate these to their evidence e.g. observations they have made, measurements they have taken or information they have gained from secondary sources.

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Year 1		Pupils can make weather diaries for a week – do this at different points during the year.
National Curriculum Statements	Possible Outdoor Activities	
Plants		
Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	<p>Pupils use identification charts to name wild and garden plants, and deciduous and evergreen trees in the playground or wildlife garden.</p> <p>Pupils go on a leaf hunt – collect leaves in autumn – discuss why some do not lose their leaves (evergreen/deciduous).</p> <p>Pupils observe trees/plants in the playground or wildlife garden over the year to see how they change and look for signs of different seasons e.g. buds in Spring, falling leaves in Autumn. They can sketch or take photos and annotate with their observations.</p> <p>Pupils to learn about wildflowers and garden flowers. They can then design their own flower beds and plant and see what happens later in the year.</p>	<p>Identification charts relevant to our school garden and grounds.</p> <p>Leaf identification chart.</p> <p>iPads, cameras.</p> <p>Sketchbooks.</p> <p>Flower seeds</p>
Identify and describe the basic structure of a variety of common flowering plants, including trees.	<p>Pupils identify the parts of a range of plants in the wildlife garden.</p> <p>Pupils describe and make careful drawings of the parts of plants in the wildlife garden.</p> <p>Pupils take photographs or collect samples of parts of plants in the wildlife garden to sort and group.</p> <p>Observe plants/vegetables that they have grown from seed in raised beds. Pull them out and look at the structure of different plants.</p> <p>Collect and group/sort various seeds and leaves from the wildlife garden and school grounds.</p>	<p>iPads, cameras.</p> <p>Sketchbooks.</p> <p>List of plants available in wildlife garden.</p> <p>Seeds, pots, soil, trowels, gardening gloves</p>
Animals, including humans		
Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	<p>Pupils use identification charts to name birds and mammals seen in the playground, wildlife garden or on local walk.</p> <p>Set up a bird watching area in the wild life garden, make bird feeders and go back to observe.</p> <p>Pupils might look closer at animals from local environment e.g. insects, tadpoles and to learn how to return them safely to their environment.</p> <p>Pupils visit a local farm to identify common mammals (None go bye/Meanwood Farm).</p>	<p>Identification charts for animals and birds.</p> <p>Pond dipping equipment</p> <p>Pooters, magnifying glasses</p> <p>Bird seed, equipment for making feeders</p>
Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).	<p>Pupils describe the features of birds and mammals seen in the playground or local environment.</p> <p>Annotate photos of animals they have seen with their observations of the differences between the animals.</p>	<p>iPads, cameras.</p>
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	<p>Pupils to go on a sensory walk and use their senses to explore the outdoor environment.</p> <p>Draw around the body on the playground and use life-size outline to label.</p>	<p>Chalk</p>
Everyday Materials		
Distinguish between an object and the material from which it is made.	<p>Pupils talk about objects in the playground or local environment and name the materials they are made from.</p>	
Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.	<p>Pupils identify materials in the playground and local environment.</p> <p>Pupils to take part in a material hunt – shown a material and find other items made of that material.</p>	<p>iPads, cameras</p> <p>Different materials</p>
Describe the simple physical properties of a variety of everyday materials.	<p>Pupils talk about the properties of materials in the playground and local environment. Pupils could go on a nature hunt to collect materials which they then describe.</p> <p>Create an outdoor area with a range of materials to explore and investigate.</p>	<p>Range of materials</p>
Seasonal Change		
Observe changes across the four seasons	<p>Pupils to make observations throughout the year of the changes in weather and to the plants, trees, wildlife in the school grounds. Take photos and annotate.</p> <p>Pupils to use natural materials to create a picture which represents the current season.</p> <p>Pupils to plant bulbs which they can then observe in spring.</p>	<p>iPads, cameras</p> <p>Bulbs, gardening gloves, trowels</p>