

## Science - Biology Long Term Plan.

**Science - Whole School Overview** Planning is progressive with learning revisited from Nursery up to Year 2 to ensure children have deeper understanding of a concept. Knowledge and understanding of Biology is progressively built upon across the school and through the academic year, gradually extending the breadth of content. Although science is taught weekly in discrete lessons, children have the opportunity to explore scientific concepts throughout the year in our indoor and outdoor provision. Learning is moved from short term to long term memory as the key concepts are revisited throughout the children's time at Uplands. Our school uses the objectives from The National Curriculum as a basis for planning Science alongside the Chris Quigley Essentials Curriculum

	Nursery	Reception	Year 1	Year 2
<b>Term 1</b>	<p>Humans</p> <p>Parts of the body</p> <p>Hygiene</p> <p>Sensory exploration</p> <p>Baby-Child-Adult</p> <p>Animals</p> <p>Naming &amp; Features</p> <p>Baby animals</p> <p>Natural world</p> <p>Sensory exploration of plants and flowers</p>	<p>Humans</p> <p>What are parts of body used for</p> <p>Name 5 senses</p> <p>Animals</p> <p>Name and describe birds, farm animals, sea creatures &amp; wild animals</p> <p>Categorise and group</p> <p>Observational drawings</p> <p>Natural World</p> <p>Sensory activities</p> <p>Name and describe features of the natural world</p>	<p>Humans</p> <p>Identify human body parts</p> <p>Animals</p> <p>Classify animals into birds, reptiles, amphibians, mammals</p> <p>Natural World</p> <p>Wild &amp; garden plants</p> <p>Evergreen and deciduous trees</p>	<p>Humans</p> <p>Importance of hygiene, nutrition and exercise</p> <p>Animals</p> <p>Offspring (including humans)</p> <p>Life cycles (including humans)</p> <p>Survival needs for animals and humans</p> <p>Natural World</p> <p>Observe and describe how bulbs grow</p> <p>Find out what bulbs need</p>
<b>Term 2</b>	<p>Humans</p> <p>Recognise changes</p> <p>Baby- Child - Adult</p> <p>Hygiene</p> <p>Animals</p> <p>Name features</p> <p>Match baby animals</p> <p>Natural World</p> <p>Features of a flower plant/tree</p> <p>Introduce seeds</p>	<p>Humans</p> <p>Compare and describe similarities and differences between adult and babies</p> <p>Animals</p> <p>Naming and describing features</p> <p>Naming and matching baby animals with their parents</p> <p>Look closely at similarities and differences</p> <p>Life cycles - Chicks</p> <p>Natural World</p> <p>Name and describe different parts of a flower/plant/tree</p> <p>Name types of flowers and trees</p>	<p>Humans</p> <p>Link body parts to senses</p> <p>Name body parts</p> <p>Use senses to compare textures, sounds and smells</p> <p>Animals</p> <p>Carnivores, herbivores omnivores</p> <p>Natural World</p> <p>Identify and describe structure of flowering plants/trees</p>	<p>Humans</p> <p>Life stages</p> <p>Animals</p> <p>Differences between things which are living, dead, never been alive</p> <p>Life processes common to living things</p> <p>Natural World</p> <p>Find out and describe what seeds need</p> <p>Observe and describe how seeds grow into mature plants</p>
<b>Term 3</b>	<p>Humans</p> <p>Healthy living:</p> <p>Food</p> <p>Hygiene</p> <p>Animals</p> <p>Name basic habitat (farm, sea, park, jungle)</p> <p>Identify and name baby animals</p> <p>Natural world – what do they need to stay healthy?</p>	<p>Humans</p> <p>Healthy Living:</p> <p>Food</p> <p>Hygiene</p> <p>Animals</p> <p>Name, describe and compare places where animals live</p> <p>Healthy animals</p> <p>Life cycles - caterpillars</p> <p>Observational drawings</p> <p>Natural World</p> <p>What do plants/flowers/trees need to stay healthy</p>	<p>Humans</p> <p>Explore activities without a sense</p> <p>Animals</p> <p>Describe and compare structures of common animals (fish, amphibians, reptiles etc including pets)</p> <p>Natural World</p> <p>Chn to compile knowledge of plants, flowers or trees in a booklet.</p>	<p><b>Living things and their habitats:</b></p> <p>Humans/Animals/Natural world</p> <p>Characteristics essential for keeping them alive</p> <p>Identify links between suitability of habitat to plants, animals, humans.</p> <p>Microhabitats</p> <p>Food chains</p>