officeArt object

| **Year Group** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| --- | --- | --- | --- | --- | --- | --- |
| **Little Buds** | Explore materials with different properties.  Repeat actions that have an effect.  Explore natural materials inside and out.  Explore and respond to different natural phenomena in their setting and on trips.  Make connections between the features of their family and other families.  Notice differences between people. | | | | | |
| **Nursery** | Use all their senses in hands-on exploration of natural materials.  Explore collections of materials with similar and/or different properties.  Talk about what they see, using a wide vocabulary.  Explore how things work.P  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.  Explore and talk about different forces they can feel.  Talk about the differences between materials and changes they notice.  Know that there are different countries in the world and talk about differences they have experienced | | | | | |
| **Reception** | All about Me  Talk about members of their immediate family and community.  Understand the effect of changing seasons on the natural world around them. | Space and Aliens  Explore the natural world around them.  Understand the effect of changing seasons on the natural world around them. | Superheroes  Explore the natural world around them.  Understand the effect of changing seasons on the natural world around them. | Understand the effect of changing seasons on the natural world around them. | Minibeasts  Explore the natural world around them.  Explore what they see, hear and feel whilst outside.  Understand the effect of changing seasons on the natural world around them. | Pirates  Understand the effect of changing seasons on the natural world around them. |
| **Year 1** | Everyday materials | Seasonal changes  (EP links) | Plants | Seasonal changes  (EP links) | Animals, including humans | Seasonal changes (EP links) |
| **Year 2** | Living Things and their Habitats | Animals, including humans | Plants | Edible Playground Links  (Blocked or linked to 6 lessons across the year.) | Uses of Everyday Materials |  |
| **Year 3** | Animals, including humans | Forces and Magnets | Edible Playground  (Blocked or linked to 6 lessons across the year.) | Plants | Light | Rocks |
| **Year 4** | Electricity | Sound | Animals, including humans | Living things and their habitats | Edible Playground  (Blocked or linked to 6 lessons across the year.) | States of Matter |
| **Year 5** | Earth and Space | Properties and changes of materials | Animals, including humans | Forces | Edible Playground  (Blocked or linked to 6 lessons across the year.) | Living things and their habitats |
| **Year 6** | Animals, including humans | Electricity | Evolution and Inheritance | Edible Playground  (Blocked or linked to 6 lessons across the year.) | Living things and their habitats | Light |

‘Working Scientifically’ underpins all units of work and is ongoing.

* ‘Working Scientifically’ is described separately in the programme of study, but must always be continually running through each science lesson and its content. Planning should show how scientific methods and skills are linked.
* Make links where appropriate to Outdoor Learning and the Edible Playground. These can be blocked lessons or spread across the year but provide opportunities to take the children outdoors for science as much as possible.
* .Organise the planting plans within your year group, so the year group bed is maintained throughout the year. As there are only 5 science units, there is flexibility for 6 lessons to be planned for lessons within the EP.

**Treehouse**

Curriculum Around the Pupil

Due to the nature of the Treehouse, we are unable to plan out what will covered and when in science. The children enter the Treehouse at

different times, and also have a vast range of rates of progress.

To ensure that all children are making the most progress they can make as an individual, curriculum coverage is planned at an individual level by using topics as an overarching theme.

All children are assessed at the end of each half term on our assessment system (B- squared). From this assessment, next steps are then planned for the following half term.

Curriculum in EYFS/KS1 Treehouse

•There is a 3 year rolling long term curriculum plan, the curriculum is based on an EYFS model but can be differentiated to meet the learning needs of children who are working at a higher academic level if appropriate. Science, RE and PSHE are taught as explicit subjects and all other subjects are covered through the overarching theme of the half term.

Curriculum in KS2 Treehouse

* There is a 4 year rolling long term plan. This is to ensure a broad and balanced curriculum. Subjects are taught linked to the topic or have a subject drive/ focus. Children will not necessarily join the class in year 3 - so children will have different starting points.