


**Dimple Well Infant School and Nursery Science Yearly Plan**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Nursery</b>	<b>All About Me</b> <b>Birthdays/Goldilocks</b> <b>Autumn</b>	<b>Light &amp; Dark</b> <b>Celebrations-Diwali,</b> <b>bonfire, Christmas</b>	<b>Winter</b> <b>Fantasy</b> Compare cold and warm Solving problems Winter wonderland	<b>Easter</b> <b>Animal growth</b>	<b>Plant Growth</b> <b>Keeping Healthy</b>	<b>Seaside</b> <b>Sports-keeping</b> <b>healthy</b>
<b>Upper</b> <b>Foundation</b>	<b>Food and harvest</b> Observing and tasting a range of fruit and vegetables. Floating and sinking. Cooking soup.	<b>Celebrations</b>	<b>Houses and winter</b> Solving problems – building houses on stilts	<b>All about me</b> How to look after our bodies and keep them healthy. Looking at similarities and differences between people. Looking at spring flowers and signs of spring.	<b>Pets and animals</b> Investigating animal habitats, including bug hotel.	<b>Journeys</b> Investigating floating and sinking and what would make the best boat.
<b>Year 1</b>	<b>Animal groups</b>  Animal groups: mammals, birds, fish, reptiles and amphibians.  Sorting animals according to the group in which they belong.  Comparing the structure of different animals  Trip to Yorkshire Wildlife Park	<b>Humans</b>  Identifying and labelling parts of the human body.  Songs, games, stickers, large display poster of an individual with labels.  Sense of smell, taste, touch, sight and hearing.  Conduct experiments to	<b>Materials</b>  Distinguishing objects from materials they are made  Naming materials  Properties of materials – hard, soft, stretchy, waterproof...	<b>Plants</b>  Walk in grounds to identify and name plants.  Use Internet to search and name plants out of season.  Naming pictures of plants – common wild and garden.  Identify trees – deciduous and evergreen	<b>Materials</b>  Compare and group together a variety of materials on basis of simple properties  Find the best suit for 'Traction Man'	<b>Hungry animals</b>  Carnivores, herbivores and omnivores  Sorting animals into Venn diagrams  Mouth posters

		explore each sense and to identify the body part responsible for the different senses.		Draw structure of <b>variety</b> of common flowering plants, including trees and compare. Have plants visible in classroom to observe.		
<b>Seasonal changes</b> 						
<ul style="list-style-type: none"> <li>• Observe changes across the four seasons</li> <li>• Observe and describe weather associated with the seasons and how day length varies</li> </ul>						
<b>Year 2</b>	<b>Materials</b>	<b>Dead, Living, Never Lived</b>	<b>Plant Survival</b>	<b>Plant Habitats</b>	<b>Food Chains</b>	<b>Animal Habitats</b>
	Magnets  Changes to materials. Which material will bend the most?  Paper experiment  Bouncy ball experiment	What are the characteristics of living things?  Going out into the environment looking for dead, living and things that have never lived.	Experiment to find out what plants need. Different test conditions: i) light and water ii) light and no water iii) no light and no water iv) no light and water.  Bean diary	Research plants in different habitats, e.g. deserts, rainforests...  Plant reports	Predator and prey relationships  Constructing food chains	Exploring school grounds – animal habitats.