

Reception: Spring 2

Spring In Our Step



	Building on prior understanding	Pupils should be exposed to	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> • Habitats are the places that living things live (N3-4 Aut1). 	<ul style="list-style-type: none"> • There are differences in the wildlife we see and the weather in spring and winter. • Insects like ants, bees, and ladybirds are animals. • Spiders and insects live in the habitats around our school. • Some plants have flowers. 	<ul style="list-style-type: none"> • The basic parts of a plant are leaves, flowers, roots, stem/trunk/branch (Y1 Aut1). • There are four seasons: spring, summer, autumn and winter (Y1 Aut2). • The weather changes gradually as we move from season to season (Y1 Aut2). • Some animals can be grouped into fish, amphibians, reptiles, birds and mammals (name common examples) (Y1 Sum1). • Invertebrates can be grouped based on their characteristics as snails and slugs; worms; spiders and insects (Y4 Aut1).
DK	<ul style="list-style-type: none"> • M&O: Measure/observe using senses (N3-4 Aut1). 	<ul style="list-style-type: none"> • A&E: Notice patterns in the world around me. 	<ul style="list-style-type: none"> • A&E: Make simple statements about the results of an enquiry (Y1 Spr1).
VCs	<ul style="list-style-type: none"> • 5B: Types of weather include sunny, rainy, windy, and snowy (N3-4). 	<ul style="list-style-type: none"> • 5B: We experience different types of weather in different seasons (focus on spring and winter). 	<ul style="list-style-type: none"> • 5B: The weather can change rapidly. The four different seasons have different weather patterns (Y1).

Relevant **Development Matters (Reception)** statements:

- Understand the effect of changing seasons on the natural world around them.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.

Relevant **Early Learning Goals** (for end of Reception):

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Reception: Summer 2

Science Detectives



	Building on prior understanding	Pupils should be exposed to	How knowledge will be built upon
Substantive		<ul style="list-style-type: none"> Fruits like apples, bananas, peaches and oranges have skins, flesh and seeds. [A range of scientific themes, dependent on schools' context]. 	
Disciplinary		<ul style="list-style-type: none"> Ask questions and explore scientific themes more independently. 	
VCs		<ul style="list-style-type: none"> [A range of scientific big ideas, dependent on schools' context]. 	

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- Explore the natural world around them, making observations and drawing pictures of animals and plants;
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