

**Class 2: Year A: Summer Term 2026:**

**Science**

<b>Focus area in Nat Curriculum</b>	<b>Plants/ Seasonal Changes</b>		
<b>NC objectives - key knowledge to learn</b>	<ul style="list-style-type: none"> <li>● Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>● Identify and describe the basic structure of a variety of common flowering plants, including trees</li> <li>● observe and describe how seeds and bulbs grow into mature plants</li> <li>● find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> <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>Enquiry Types</b>	Identifying and classifying types of plants and trees Observing the growth of plants and trees over time		
<b>Relevant prior learning</b>		<i>Prior learning</i>	<i>Teaching points/notes</i>
	EYFS	Explore the natural world around them, making observations and drawing pictures of animals and plants  Growing our own beanstalks/sunflowers Identifying flowers/trees Discussing different fruit and vegetables and how they grow	
	Yr 1	Exploring the garden area and local area  Discussing the weather and how the trees and plants change over the months	
	Yr 2	Growing and harvesting potatoes	
<b>Enrichment opportunities</b>	<ul style="list-style-type: none"> <li>● Finding out where our daily snack comes from - whole class snack - countries, climate, where plants grow</li> <li>● Safari walks to explore the local area - looking at leaves, trees, plants, changes in seasons</li> <li>● Art drawing trees/plants/woodland animals</li> <li>● Abington woods sessions</li> </ul>		
<b>Outdoor learning</b>	<ul style="list-style-type: none"> <li>● Safari walks to explore the local area - looking at leaves, trees, plants, changes in seasons, drawing leaves and woodland creatures</li> <li>● Abington woods sessions - tree and plant identification, habitat identification, transient artwork, etc</li> </ul>		
<b>Equalities, diversity and inclusion</b>	Visual aids Group work Enrichment (see above) Pupil Premium funding / resources		

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<b>Assessment of learning</b>	<ul style="list-style-type: none"><li>● Bath Spa Assessment opportunities</li><li>● Teacher knowledge</li><li>● Verbal discussions/formative assessment of each child</li></ul>
<b>Vocabulary</b>	<a href="#">Vocabulary Document</a>