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|  | Year 1 / 2 | Objectives | Working scientifically |
| Autumn 1 | Animals including humans  Carnivores, herbivores, amphibians, birds and reptiles | \*Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.  \*Identify and name a variety of common animals that are carnivores, herbivores and omnivores.  \*Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) | During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:.  \*Asking simple questions and recognising that they can be answered in different ways.  \*Observing closely, using simple equipment  \*Performing simple tests.  \*Identifying and classifying.  \*Using their observations and ideas to suggest answers to questions.  \*Gathering and recording data to help in answering questions. |
| Autumn 2 | Everyday materials  Floating and sinking  Compare, group and contrast | \*Distinguish between an object and the material from which it is mad.  \*Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.  \*Describe the simple physical properties of a variety of everyday materials.  \*Compare and group together a variety of everyday materials on the basis of their simple physical properties. |
| Spring 1 | Plants  Simple parts of a plant  Names of common plants in their environment | \*Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees  \*Identify and describe the basic structure of a variety of common flowering plants, including trees. |
| Spring 2 | What makes a plant grow well?  Needs of a plant | \*Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. | uring years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:.  \*Asking simple questions and recognising that they can be answered in different ways.  \*Observing closely, using simple equipment  \*Performing simple tests.  \*Identifying and classifying.  \*Using their observations and ideas to suggest answers to questions.  \*Gathering and recording data to help in answering questions. |
| Summer 1 | Light  Light sources  Darkness  Compare sources |  |
| Summer 2 | Living things  Compare living and dead  Food chains  habitats | \*Explore and compare the differences between things that are living, dead, and things that have never been alive.  \*Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.  Identify and name a variety of plants and animals in their habitats, including microhabitats.  \*Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. |

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| Autumn 1 | Humans  Sense  Body parts | \*Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:.  \*Asking simple questions and recognising that they can be answered in different ways.  \*Observing closely, using simple equipment  \*Performing simple tests.  \*Identifying and classifying.  \*Using their observations and ideas to suggest answers to questions.  \*Gathering and recording data to help in answering questions. |
| Autumn 2 | Basic needs  Offspring  Exercise  food | \*Notice that animals, including humans, have offspring which grow into adults.  \*Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).  \*Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. |
| Spring 1 | In the garden  Local environment/ flowers  Observe how seeds/ bulb grow into plants | \*Observe and describe how seeds and bulbs grow into mature plants. |
| Spring 2 | Seasonal changes  Observe changes across 4 seasons  Day length varies in seasons | \*Observe changes across the four seasons.  \*Observe and describe weather associated with the seasons and how day length varies. |
| Summer 1 | Find out how shapes of solid materials can be changed  Squashing  Bending  Twisting  Stretching | \*Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:.  \*Asking simple questions and recognising that they can be answered in different ways.  \*Observing closely, using simple equipment  \*Performing simple tests.  \*Identifying and classifying.  \*Using their observations and ideas to suggest answers to questions.  \*Gathering and recording data to help in answering questions. |
| Summer 2 | Materials  Simple properties and grouping  Their uses | \*Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. |