

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 & 2	Summer 2
	Humans	Pushes, Pulls and their effects	Everyday Materials	Everyday Materials	How do Plants Grow?	Animals
Year 1	<p>*Label and name correctly.</p> <p>*Use senses to answer questions.</p> <p>*Describe in order to classify.</p> <p>*Record data on simple block graphs - e.g. favourite flavour crisps in class.</p> <p>*Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>*Observing closely and describe what see.</p> <p>*Ask simple questions about the world around them - linked with forces.</p> <p>*Carry out simple tests.</p> <p>*Compare differences and changes.</p> <p>*Describe the effect of changing things - force.</p> <p>*Record results on a simple tables.</p> <p>*How things move - objects move in different ways (roll, slide, bounce etc.)</p> <p>*Forces change how things move by pushing and pulling.</p> <p>*Pushing and pulling sometimes slows things down, speeds them up or makes it change direction.</p> <p>*Bigger pushes and pulls have bigger effects.</p> <p>*Forces change shapes - by squashing, bending, twisting and stretching.</p>	<p>*Decide how to group and sort objects or materials.</p> <p>*Identify and describe materials.</p> <p>*Suggest how to answer questions.</p> <p>*Use observations and ideas to suggest answers to questions.</p> <p>*Compare materials</p> <p>*Perform a simple test (with Tchr input & support)</p> <p>*Talk about what they have found out and how they found it out.</p> <p>*Distinguish between an object and the material from which it is made.</p> <p>*Identify and name a variety of everyday materials, inc. wood, plastic, glass, metal, water and rock.</p> <p>*Describe the simple physical properties of a variety of everyday materials.</p> <p>*Compare and group together a variety of everyday materials on the basis of their simple properties.</p>	<p>*Ask simple questions about the world around them.</p> <p>*Observe closely in order to group and classify.</p> <p>*Carry out simple tests.</p> <p>*Gather and record simple data (plant height, number of leaves etc.)</p> <p>*Use their observations to answer questions.</p> <p>*Gather evidence to describe how plants change over time or as a result of something happening.</p> <p>*Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>*Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>*Seeds produce roots to get water and shoots to produce leaves to collect sunlight.</p> <p>*Most plants start growing from a seed or bulb.</p> <p>*All Plants need warmth, light and water to grow and survive.</p>	<p>*Compare differences between animals.</p> <p>*Observe & describe in order to group and classify.</p> <p>*Identify patterns to support classification.</p> <p>*Use secondary sources including the internet and 'experts' (teacher)</p> <p>*Sort using Venn Diagrams.</p> <p>*Describe and compare.</p> <p>*Identify and name a variety of common animals inc. fish, amphibians, reptiles, birds and mammals.</p> <p>*Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>*Describe and compare the structure of a variety of common animals (fish, amphibians, retiles, birds and mammals, inc. pets)</p>	
Year 1 Longitudinal Study: Steve the Stick Insect wants to visit from Australia. Where in the school grounds will he find most friends (minibeasts) and will they be there all year?		<p>*Observe closely, gather and record data in order to suggest answers to questions.</p> <p>*Gather evidence to describe how things change over time, noticing similarities, differences and patterns. (season & weather)</p> <p>Seasonal Changes</p> <p>*Observe changes across the 4 seasons.</p> <p>*Observe and describe weather associated with the seasons and how day length varies.</p> <p>*Identify and name a variety of minibeasts found in the different micro-habitats in the school grounds</p>				

	Materials & their properties	Animals inc. Humans (Health & Hygiene)	Food chains	Animal life cycles/life time lines.	Living Things and their Habitats How Animals Survive?
Year 2	<p>*Identify and describe in order to classify. *Perform a simple comparative test (fair testing with Tchr input) *Identify what to change and what to measure. *Suggest how to answer questions. *Use measurements when obtaining results. *Explain cause & effect (because...) using scientific vocabulary. (see MTP)</p> <p>*Different materials have different describable and measurable properties. *The properties of a material determine whether they are suitable for a purpose. *Investigate/carry out enquiries - absorbency, flexibility, stretchiness, strength, brittleness, slippiness.</p>	<p>*Perform a simple test (fair testing with Tchr input) *Use observations to suggest answers to questions. *Decide on own method for enquiry. *Describe the effects of changing things - impact of exercise on body.</p> <p>*Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (v.quick check!)</p> <p>*Describe the importance for humans of exercise, eating the right amounts of different types of food (nutrition) and hygiene.</p>	<p>*Record evidence (animals) on Venn Diagrams. *Use secondary sources including the internet and 'experts' (teacher) *Explain how animals are suited/adapted to eat what they do. *Look for relationships/ patterns between similar groups of animals.</p> <p>*Identify and name a variety of rainforest animals including fish, amphibians, reptiles, birds and mammals. *Identify and name a variety of rainforest animals that are carnivores, herbivores and omnivores. *Animals feed, move and sense for survival. *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.</p>	<p>*Construct bar chart to record height against ages. *Use secondary sources including the internet and 'experts' (teacher) *Construct a time line to try to spot patterns. *Make predictions based on knowledge known.</p> <p>*Animals, including humans have offspring which grow into adults. *All animals are born which is when they can eat and breathe. *Different animals live to different ages. (When animals are no longer able to reproduce they usually die.) *Different animals reach different sizes and ages before they are able to reproduce.</p>	<p>*Gather evidence to describe habitats and support explanations. (because.....) *Predict what minibeasts may eat by observing the habitat *Use secondary sources including the internet and 'experts' (teacher) *Identify and classify plants and animals found. *Make comparisons between habitats offering explanations using prior/learnt knowledge. *Record evidence on tables and as graphs to help in answering questions. *Observe changes over time, noticing similarities, differences and patterns.</p> <p>*Identify and name a variety of British/common wild animals including fish, amphibians, reptiles, birds and mammals. *Identify and name a variety of British/common wild animals that are carnivores, herbivores and omnivores. *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. (using minibeasts found in the school ground or knowledge learnt at QE Park) *Animals feed, move and sense for survival.</p>
<p>Year 2 Longitudinal Study: Do all plants produce flowers (include a bulb flower) and seeds and what happens to them after they have flowered?</p>		<p>*Observe closely, gather and record data in order to suggest answers to questions. *Gather evidence to describe how things change over time, noticing similarities, differences and patterns. (season, weather & temperature) *All flowering plants make seeds that can grow into new plants. *Sometimes the plants dies after it has produced its seed and sometimes the plant lives for many generations producing seeds each year. *Observe and describe how seeds and bulbs grow into mature plants. *Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. *How plants get what they need to survive - use roots to get water & shoots to produce leaves to collect sunlight.</p>			