

		Key Stage 1	
		Year 1	Year 2
<p>National Curriculum PLEASE ALSO REFER TO NON-STATUTORY REQUIREMENTS ON THE NATIONAL CURRICULUM FOR FURTHER GUIDANCE/ IDEAS</p>	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> 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. 	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> 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. 	
	<p><u>Plants</u></p> <ul style="list-style-type: none"> 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. <p><u>Animals</u></p> <ul style="list-style-type: none"> 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) 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><u>Everyday Materials</u></p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made 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. <p><u>Seasonal Change</u></p> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. <p><u>Everyday Materials</u></p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made 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. <p><u>Seasonal Change</u></p> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. 	<p><u>Living Things and their Habitats</u></p> <ul style="list-style-type: none"> 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. <p><u>Plants</u></p> <ul style="list-style-type: none"> 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. <p><u>Animals, including Humans</u></p> <ul style="list-style-type: none"> 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. <p><u>Use of Everyday Materials</u></p> <ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	

<p>Working Scientifically</p>	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • Ask simple questions using everyday language or simple scientific words and recognise that they can be answered in different ways • Follow instructions to complete a simple test individually or in a group • Observe and describe what they can see (objects, materials and living things), using simple equipment if necessary (e.g. magnifying glass) • Identify and classify a number of living things (plants and animals) and materials • Use their observations and ideas to suggest answers to their questions • Gather and record data to help in answering questions • Draw simple pictures talk about what they see and do • Use simple charts to communicate findings • Test ideas suggested to them • Say what they think will happen (predict) • Use first hand experiences to answer questions • Communicate observations orally, in drawing, labelling, simple writing and using ICT • Make simple comparisons (e.g. living things) • Say what has happened and whether what has happened was what they expected 	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • Suggest ideas, ask simple questions and recognise that they can be answered in different way (including simple secondary sources such as books or video clips) • Decide with help, how to group materials, living things and objects noticing changes over time and beginning to see patterns. • Make careful observations, relevant to the task (e.g. say what has happened) • Use simple equipment provided to aid observation(e.g. hand lenses or egg timers to take measurements) • Compare objects, living things or events Identify and classify different aspects of plants and animals • Use their observations and ideas to suggest answers to their questions • Gather and record data to help in answering questions • Perform simple tests • Begin to recognise when a test or comparison is unfair • Use first hand experiences to answer questions • Ask questions collect and record data (supported by the teacher) • Suggest how they could collect data to answer questions • Say what their observations show (draw conclusions)and whether it was what they expected • Begin to suggest improvements in their work 	
	<p>Topic</p>	<p><u>Everyday Materials:</u></p> <ul style="list-style-type: none"> • Name a range of everyday materials, including wood, plastic, metal, rock and glass. • Group and sort materials according to their simple physical properties • Identify the material an object is made from, suggesting why it is made from that material • Identify some materials that help physical processes (e.g. woollen fabrics keeps us arm) • Describe the properties of a material using everyday language or simple scientific vocabulary (e.g. hard/soft, bendy/not bendy) • Compare two or more materials for their performance at a particular task (e.g. mopping up a spill) 	<p><u>Everyday Materials:</u></p> <ul style="list-style-type: none"> • Identify the uses of everyday materials in a familiar location (e.g. school/home), recording their findings • Sort and grade a range of materials for a specific property (e.g. smoothness) • Identify and describe the range of materials (e.g. wood, metal, plastic, glass, rock, brick, paper and cardboard) that can be used to make a given object (e.g. cup, chair, table or shelter) and it's suitability for the purpose • Describe how the shape of some materials can be change by twisting, bending, squashing or stretching • Relate a materials physical properties to its uses (e.g. describe or demonstrate how a material can be unsuitable for a given task due to its ability to be changed by squashing and bending) • Compare significant individuals who have developed useful materials (e.g. Charles Macintosh or John Dunlop) and decide which individuals material is of most use to them
		<p><u>Plants</u></p> <ul style="list-style-type: none"> • Identify and name a variety of common flowers and trees growing in the locality • Identify, name and sort a variety of deciduous and evergreen trees. • Identify and describe the basic structure of a variety of common flowering plants and trees (root, stem, stalk, leaves, flowers, bulb, fruit, seeds and trunk) • Identify their locality as a habitat for living things. • Care for a growing seedling, observing and describing it's growth. • Identify the seeds and understand that they will make a whole new plant. • Describe how plants change over time, including seasonal changes (leaves fall off, blossom, buds opening) • Name, compare and contrast familiar plants according to their observable features. 	<p><u>Plants</u></p> <ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants • Find out and describe how plants need water, light and suitable temperature to grow and stay healthy. • Identify what eats plants as a food source and recognise simple food chains. • Sort seeds and bulbs into groups according to physical features. • Describe the different plant parts and give examples of different food that we eat which are derived from these plant parts (e.g. rhubarb – stem, carrot – root) • Explain how plants are suited to their habitats and give examples of plants growing in different habitats. • Describe how plants grow, identifying what a plant needs for healthy growth and survival. • Recognise that plants produce seeds in order to reproduce and generate new plants. • Describe how bulbs help plants to grow in winter. • Make comparisons between seeds or bulbs grown in different conditions (e.g. with and without light or water)
<p><u>Animals, including humans:</u></p> <ul style="list-style-type: none"> • Identify and name a range of common animals form the local environment • Name (classify) and sort familiar animals according to whether they are invertebrates, fish, amphibians, reptiles birds or mammals. 		<p><u>Animals, including humans:</u></p> <ul style="list-style-type: none"> • Name and match animals to their offspring • Identify the basic needs of animals and humans for survival, including good nutrition (eating the right amount of different types of food), regular exercise and hygiene 	

	<ul style="list-style-type: none"> • Compare animals that are kept as pets, knowing which group they belong to. • Name animals living in a range of familiar environments, such as their homes, woodland or school grounds. • Explain how to take care of an animal from the local habitat • Identify and name a variety of common animals that are carnivores, herbivores and omnivores and how we might know this from their physical appearance. • Identify, name, draw and label the basic parts of the human body and say which part of the human body is associated with each sense. • Describe in simple terms the life-cycle of a familiar animal such as a frog, butterfly or human. 	<ul style="list-style-type: none"> • Describe the life-cycle of some common animals and humans • Explain simply how humans and some familiar animals change as they grow • Recognise the need for animals and humans to grow and reproduce • Know 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)
	<p>Seasonal Change:</p> <ul style="list-style-type: none"> • Name a range of different types of weather from pictures or sounds • Describe some positive and negative effects of the weather for ourselves and our environment • Observe and record the weather on a chart or a table • Observe and describe weather associated with the seasons • Understand how day length varies over a year and link to the different seasons 	<p>Living things and their habitats:</p> <ul style="list-style-type: none"> • Define the term 'habitat' and 'micro-habitat', giving examples of animals that live in each place. • Sort and classify things according to whether they are dead, alive or 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 of each other • Construct a simple food chain that includes humans as the top consumer - describe how animals obtain their food from plants and other animals
	<p>Seasonal change (in greater depth)</p> <ul style="list-style-type: none"> • Identify less familiar weather conditions that are more common in other parts of the world • Explain how and why the weather influence our choice of clothing and affects what we do • Identify patterns and similarities and difference within recorded weather over a given period of time <p>Make comparisons to other parts of the world where day and length changes to a greater or lesser degree, such as the Arctic or equatorial regions</p>	