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| Working Scientifically Skills   * 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. | **Year 1** | | **Year 2** |
| Autumn 1 | **Humans /Animals (body parts**  **and senses)**   * Identify and label the basic parts of the human body and say which part is associated with the senses.   **Seasonal Change- Autumn**   * Observe changes across the four seasons | | **Healthy me**   * Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. |
| Autumn 2 | **Everyday Materials**   * Identify and name a variety of materials. * Describe simple physical properties of everyday materials. * Compare and group a variety of materials based on their properties   .**Seasonal Change- Autumn/Winter**   * Observe changes across the four seasons | | **Materials**   * Identify and compare the suitability of everyday materials. * Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. |
| Spring 1 | **Everyday Materials –**   * Identify and name a variety of materials. * Describe simple physical properties of everyday materials. * Compare and group a variety of materials based on their properties.   **Seasonal Change- Spring**   * Observe changes across the four seasons | **Environment**   * This unit consists of a range of different learning opportunities where students learn about climate change, waste, energy usage, saving water etc. * Throughout this unit children engage and continue to develop their skills at working scientifically as they do throughout each of the other topics. | |
| Spring 2 | **Plants**   * Identify and name a variety of garden and wild flowers. * Identify and describe the structure of a variety of common flowering plants including trees.   **Seasonal Change- Spring**   * Observe changes across the four seasons | **Plants**   * Observe and describe how seeds and plants grow into mature plants. * Find out describe how plants need water, light and suitable temperature to grow and stay healthy. | |
| Summer 1 | **Animals**   * Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. * Identify and name a variety of animals that are carnivores, herbivores and omnivores. * Describe and compare the structure of a variety of common animals.   **Seasonal Change –Summer**   * Observe changes across the four seasons | **Plants**   * Observe and describe how seeds and plants grow into mature plants. * Find out describe how plants need water, light and suitable temperature to grow and stay healthy. | |
| Summer 2 | **Weather including how day length varies.**   * Observe and describe weather associated with the seasons and how day length varies.   **Seasonal Change – Summer**   * Observe changes across the four seasons | **Living Things and**  **their 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. | |