|  |  |  |
| --- | --- | --- |
| 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.
 |