

WORKING SCIENTIFICALLY SKILLS TO RUN THROUGHOUT THE YEAR :

- 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

	PRIOR LEARNING	NATIONAL CURRICULUM OBJECTIVES	KEY VOCABULARY
AUTUMN 1	<ul style="list-style-type: none"> • 	Y1 ANIMALS INCLUDING HUMANS <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. 	Y1 Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves Names of animals experienced first-hand from each vertebrate group N.B. The children need to be able to name and identify a range of animals in each group e.g. name specific birds and fish. They do not need to use the terms mammal, reptiles etc. or know the key characteristics of each, although they will probably be able to identify birds and fish, based on their characteristics. The children also do not need to use the words carnivore, herbivore and omnivore. If they do, ensure that they understand that carnivores eat other animals not just meat.
AUTUMN 2	Y1 EVERYDAY MATERIALS <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 	Y2 EVERYDAY MATERIALS <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 different uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 	Y2 Names of materials – increased range from year 1 Properties of materials - as for year 1 plus opaque, transparent and translucent, reflective, non-reflective, flexible, rigid Shape, push/pushing, pull/pulling, twist/twisting, squash/squashing. Bend/bending, stretch/stretching Y1 Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric,

			elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see through, not see through
SPRING 1	Y1 ANIMALS INCLUDING HUMANS <ul style="list-style-type: none"> identify and name a variety of common animals that are carnivores, herbivores and omnivores 	Y2 ANIMALS INCLUDING HUMANS <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. 	Y2 Offspring, Reproduction, Growth, Child, Young/Old stages (examples - chick/hen, baby/child/adult, caterpillar/butterfly), Exercise, Heartbeat, Pulse, Breathing, Hygiene, Germs, Disease, Nutrition, Food types (examples – meat, fish, vegetables, bread, rice, pasta) Y1 Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves
SPRING 2		Y1 PLANTS <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 	Y1 Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark stalk, bud Names of trees in the local area Names of garden and wild flowering plants in the local area.
SUMMER 1	Y1 EVERY DAY MATERIALS: <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. 	Y2 EVERYDAY MATERIALS: <ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials, for different uses <i>'What is the best material for an umbrella/pair of boots etc?'</i>	Y2 Names of materials – increased range from year 1 Properties of materials - as for year 1 plus opaque, transparent and translucent, reflective, non-reflective, flexible, rigid Shape, push/pushing, pull/pulling, twist/twisting, squash/squashing. Bend/bending, stretch/stretching Y1 - See (Autumn 2) for vocabulary.

SUMMER 2

Y1 SEASONAL CHANGES

- observe changes across the 4 seasons
- observe and describe weather associated with the seasons and how day length varies.

Y1

Weather (sunny, rainy, windy, snowy etc.) , Seasons (winter, summer, spring, autumn), Sun, sunrise, sunset, Day length