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| National Curriculum Subject Content **Plants**   * identify and name a variety of common wild and garden plants, including deciduous and evergreen trees **1** * identify and describe the basic structure of a variety of common flowering plants, including trees. **2**   **Animals including humans**   * identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals **3** * identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense **4** * describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) **5** * identify and name a variety of common animals that are carnivores, herbivores and omnivores **6**   **Everyday Materials**   * distinguish between an object and the material from which it is made **7** * identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock **8** * describe the simple physical properties of a variety of everyday materials **9** * compare and group together a variety of everyday materials on the basis of their simple physical properties **10** | | | | **Seasonal Changes**   * observe changes across the four seasons **11** * observe and describe weather associated with the seasons and how day length varies. **12**   **Working Scientifically**  During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:   * asking simple questions and recognising that they can be answered in different ways **1** * observing closely, using simple equipment **2** * performing simple tests **3** * identifying and classifying **4** * using their observations and ideas to suggest answers to questions **5** * gathering and recording data to help in answering questions **6** | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 1** | **Animals including humans** 3 4  - Identify and name a variety of common animals (birds, fish, amphibians, reptiles, mammals, invertebrates).  - Name the different parts of the human body that they can see.  - Draw and label basic parts of the human body.  - Idenitfy the main parts of the body and link them to their senses.  - Begin to classify animals according to a number of given criteria. | **Seasonal Changes** 11 12  - Observe changes across the four seasons. - Name the four seasons in order.  - Observe and describe weather associated with the seasons.  **Everyday Materials** 7 8  - Distinguish between an object and the material from which it is made.  - Describe materials using their senses, using specific scientific words.  - Name some different everyday materials. | **Everyday Materials** 7 8 9 10  - Identify different everyday materials based on their properties e.g. wood, plastic, metal, water and rock.  - Sort materials into groups by a given criteria based on their physical properties.  - Describe things that are similar and different between materials. | **Animals including humans** 5 6  - Describe the structure of a variety of common animals.  - Identify and name a variety of commons animals that are carnivores, herbivores and omnivores.  - Classify animals by what they eat (carnivore, herbivore, omnivore).  - Compare parts of the bodies of different animals.  - Begin to classify animals according to a number of given criteria. | **Seasonal Changes** 11 12  - Observe changes across the four seasons.  - Name the four seasons in order.  - Observe and describe weather associated with the seasons.  - Observe and describe how day length varies.  - Observe and talk about changes in the weather over a period of time. | **Plants** 1 2  = Name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant.  - Identify and name a range of common wild and garden plants.  - Identify and name some deciduous and evergreen trees.  - Name the trunk, branches and root of a tree.  - Describe the functions of parts of a plant (roots, stem, leaves, flowers) |
|  | **Working Scientifically; 1, 4, 5, 6**  - Recall and use specific scientific vocabulary accurately (year group key vocabulary).  - Ask simple questions and recognise answer many differ, use simple secondary sources.  - Identify and classify.  - Use their observations and ideas to suggest answers to questions.  - Gather and record data to help in answering questions.  - Record and communicate findings using simple scientific vocabulary. | **Working Scientifically; 1, 2, 3, 4, 5, 6**  - Recall and use specific scientific vocabulary accurately (year group key vocabulary).  - Ask simple questions and recognise answer many differ, use simple secondary sources.  - Observe closing, using simple equipment.  - Perform simple tests.  - Identify and classify.  - Use their observations and ideas to suggest answers to questions.  - Gather and record data to help in answering questions.  - Record and communicate findings using simple scientific vocabulary. | **Working Scientifically; 1, 2, 3, 4, 5, 6**  - Recall and use specific scientific vocabulary accurately (year group key vocabulary).  - Ask simple questions and recognise answer many differ, use simple secondary sources.  - Observe closing, using simple equipment.  - Perform simple tests.  - Identify and classify.  - Use their observations and ideas to suggest answers to questions.  - Gather and record data to help in answering questions.  - Record and communicate findings using simple scientific vocabulary. | **Working Scientifically; 1, 2, 3, 4, 6**  - Recall and use specific scientific vocabulary accurately (year group key vocabulary).  - Ask simple questions and recognise answer many differ, use simple secondary sources.  - Observe closing, using simple equipment.  - Perform simple tests.  - Identify and classify.  - Gather and record data to help in answering questions.  - Record and communicate findings using simple scientific vocabulary. | **Working Scientifically; 1, 2, 5, 6**  - Recall and use specific scientific vocabulary accurately (year group key vocabulary).  - Ask simple questions and recognise answer many differ, use simple secondary sources.  - Observe closing, using simple equipment.  - Use their observations and ideas to suggest answers to questions.  - Gather and record data to help in answering questions.  - Record and communicate findings using simple scientific vocabulary. | **Working Scientifically; 1, 2, 3, 4, 5, 6**  - Recall and use specific scientific vocabulary accurately (year group key vocabulary).  - Ask simple questions and recognise answer many differ, use simple secondary sources.  - Observe closing, using simple equipment.  - Perform simple tests.  - Identify and classify.  - Use their observations and ideas to suggest answers to questions.  - Gather and record data to help in answering questions.  - Record and communicate findings using simple scientific vocabulary. |
| **Possible Investigations** | * identify and classify a range of animals through pictures and words 1 4 * identify and classify body parts including senses 1 4   Investigate: height and shoe size comparisons 1 5 6 | * record data of changes in the seasons and weather using weather vanes, thermometers etc. 1 2 5 6 * identify and classify a range of materials 1 4   Investigate: most popular material to make chairs from 1 3 5 6 | * identify and classify materials based on different criteria 1 4 6   Investigate: durability of different materials to make a book case 1 2 3 5 6  Investigate: waterproof capabilities of different materials 1 2 3 5 6 | * identify and classify a range of animals based on different criteria 1 4   Investigate: animal ‘poo’ investigation – who does it belong to? 1 2 3 6 | * observe changes over time with weather and plants during seasons 1 5 * collect daily data about weather using weather equipment 1 2 6   Investigate: changes in rainfall across a set period | * identify and classify a range of plants and trees 1 4   Investigate: deciduous and evergreen tree walk  Investigate: parts of a flowering plant 1 4 5  Investigate: growing cress seeds with and without sunlight 1 2 3 5 6 |