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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**
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|  | **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 walkInvestigate: parts of a flowering plant 1 4 5Investigate: growing cress seeds with and without sunlight 1 2 3 5 6 |