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| National Curriculum Subject Content **Living things and their habitats**  - explore and compare the differences between things that are living, dead, and things that have never been alive **1**  - 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 **2**  - identify and name a variety of plants and animals in their habitats, including microhabitats **3**  - 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. **4**  **Plants**  - observe and describe how seeds and bulbs grow into mature plants **5**  - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy **6**  **Animals including humans**  - notice that animals, including humans, have offspring which grow into adults **7**  - find out about and describe the basic needs of animals, including humans, for survival (water, food and air) **8**  - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. **9** | | | | **Everyday Materials**  - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses **10**  - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. **11**  **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 2** | **Revision of Y1 Animals (including humans)**  - 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.  - Identify the main parts of the body and link them to their senses.  - Begin to classify animals according to a number of given criteria.  - 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. | **Living things and their habitats 1 2**  - Decide whether something is living, dead or never been alive  - Match certain living things to the habitats they are found in  - Describe how an animal is suited to its environment  - Explain the differences between living, dead and never been alive things  - Describe some of the life processes common to plants and animals, including humans  - Identify a range of habitats including micro habitats  - Describe how a habitat provides for the basic needs of things living there  - Describe a range of different habitats, including microhabitats (including the conditions within them)  - Describe how plants are suited to their habitat | **Everyday Materials** 10 11  - Describe the simple physical properties of a variety of everyday materials  - Compare and group together a variety of materials based on their simple physical properties  - Explore how the shapes of solid objects can be changed (squashing, bending, twisting, stretching)  - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses  - Explain how things move on different surfaces due to their properties | **Animals including humans** 7 8 9  - Know that animals grow and reproduce  - Explain why animals have offspring which grow into adults  - Describe the life cycle of some living things (e.g. egg, chick, chicken / tadpoles / caterpillars / humans)  - Explain the basic needs of animals, including humans for survival (water, food, air)  - Describe why exercise, balanced diet and hygiene are important for humans  - Identify and name a variety of plants and animals | **Living things and their habitats 3 4**  - Match certain living things to the habitats they are found in  - Describe how an animal is suited to its environment  - Identify a range of habitats including micro habitats  - Describe a range of different habitats, including microhabitats (including the conditions within them)  - Describe how plants are suited to their habitat  - Describe how animals obtain their food from plants and other animals  - Use and explain a simple food chain  - Identify and name different sources of food. | **Plants 5 6**  - Identify what plants need to survive  - Observe how seeds and bulbs grow into mature plants  - Describe how seeds and bulbs grow into mature plants  - Describe how plants need water, light and a suitable temperature to grow and stay healthy |
|  | **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, 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, 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.  - 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. |
| **Possible Investigations** | * identify and classify a range of animals through pictures and words 1 4 * identify and classify body parts including basic descriptions of functions 1   Investigate: hand and shoe size comparisons 1 5 6 | * Living, dead, never been alive ‘treasure hunt’ 1 4 5 6 * identify and classify a range of habitats 4   Investigate: ‘something can only ever be living, dead or never been alive’ 1 4 5 6 | * identify and classify materials based on different criteria 1 4 6   Investigate: suitability of different materials for a protective jacket 1 2 3 5 6  Investigate: how solid objects can be squashed, bent, twisted or stretched 1 2 3 5 6 | * identify and classify a range of animals based on different criteria 1 4   Investigate: handwashing with warm water and soap, warm water and cold water – which washes better? 1 2 3 5 6 | * identify and classify a range of food chains 4 * identify and classify different animals and their habitats 1 4   Investigate: micro-habitat comparison within school grounds e.g. trees, under a log, soil etc. 1 2 4 5 6 | * identify and classify a range of seeds, bulbs and mature plants 1 4   Investigate: growing cress seeds in and without sunlight, water, temperature 1 2 3 5 6 |