

Science Curriculum Progression - Two Year Cycle - Class One - Rec/Year 1/Year 2

| Year | Autumn | Spring | Summer |
|---------|--|---|---|
| 2017/18 | <p style="text-align: center;"><u>Humans as Animals</u></p> <ul style="list-style-type: none"> ● Can I develop an understanding of growth, decay and changes over time (The World 30-50m). ● Eats a healthy range of foodstuffs and understands need for variety in food (Health and Self-Care 40-60m). ● Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe (Health and Self-Care ELG). ● Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. ● 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. | <p style="text-align: center;"><u>Everyday Materials</u></p> <ul style="list-style-type: none"> ● Can I talk about similarities and differences in relation to places, objects, <u>materials</u> and living things? (The World ELG). ● 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. ● Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. ● Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | <p style="text-align: center;"><u>Animals</u></p> <ul style="list-style-type: none"> ● Can I develop an understanding of growth, decay and changes over time (The World 30-50m). ● Can I show care and concern for living things and the environment (The World 30-50m). ● Can I make observations of <u>animals</u> and plants and explain why some things occur, and talk about changes? (The World ELG) ● 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). ● 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). |
| 2018/19 | <p style="text-align: center;"><u>Seasonal Changes</u></p> <ul style="list-style-type: none"> ● Can I look closely at similarities, differences, patterns and change? (The World 40-60m). ● Can I talk about the features of my own immediate environment and how environments might vary from one another? (The World ELG). ● Observe changes across the 4 seasons. ● Observe and describe weather associated with the seasons and how day length varies. | <p style="text-align: center;"><u>Living Things and Habitats</u></p> <ul style="list-style-type: none"> ● Can I show care and concern for living things and the environment (The World 30-50m). ● Can I talk about similarities and differences in relation to places, objects, materials and <u>living things</u>? (The World ELG). ● 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. <p>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.</p> | <p style="text-align: center;"><u>Plants</u></p> <ul style="list-style-type: none"> ● Can I develop an understanding of growth, decay and changes over time (The World 30-50m). ● Can I show care and concern for living things and the environment (The World 30-50m). ● Can I make observations of animals and <u>plants</u> and explain why some things occur, and talk about changes? (The World ELG) ● 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. ● Observe and describe how seeds and bulbs grow into mature plants. ● Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. |

KEY: ELGs/EYFS Objectives

General KS1 Objectives

Year 2 Objectives

Investigations

| | Autumn 1 | Spring | Summer |
|---------------------|---|---|---|
| 2017-18 Year 1&2 | <p>Humans as Animals</p> <p>Watching food over time - measure in time. Observe animal development Exercise changes - observe how their bodies change.</p> | <p>Everyday Material</p> <p>Investigate materials, e.g. hard/soft, waterproof, hard-wearing/ Investigate materials for a certain job - link to 3 little pigs?? Investigate changes in material by squashing, bending, twisting and stretching.</p> | <p>Animals</p> <p>Observe differences between animal groups. Observe the basic needs of an animal for survival.</p> |
| | Autumn | Spring | Summer |
| 2018-19 Year 1&2 | <p>Seasonal Changes</p> <p>Temperature investigation through the day. Rainfall over a week/month. Length of the day. Investigate trees - deciduous and coniferous.</p> | <p>Living things and Habitats</p> <p>Investigate alive and dead things. Investigate different habitats and the animals/plant that live in them- look locally/compare to another country. Investigate different types of plants and animals.</p> | <p>Plants</p> <p>Watching plants grow. Investigate requirements for life. Observe how seeds and bulbs grow into mature plants. See how long it takes to sprout then when it's 5cm, etc. Measure in days.</p> |