

Science Y1 & Y2 Yr A

Physical processes	Materials	Living things (plants and animals)
<p>Electricity</p> <ul style="list-style-type: none"> ▪ about everyday appliances that use electricity ▪ about simple series circuits involving batteries, wires, bulbs and other components [for example: buzzers, motors] ▪ how a switch can be used to break a circuit. <p>Light and Sound</p> <ul style="list-style-type: none"> ▪ to identify different light sources, including the Sun ▪ that darkness is the absence of light ▪ that there are many kinds of sound and sources of sound ▪ that sounds travel away from sources, getting fainter as they do so, and that they are heard when they enter the ear. ▪ observe changes across the four seasons ▪ observe and describe weather associated with the seasons and how day length varies. 	<p>Grouping materials</p> <ul style="list-style-type: none"> ▪ use their senses to explore and recognise the similarities and differences between materials ▪ sort objects into groups on the basis of simple material properties (e.g. roughness, hardness, shininess, ability to float, transparency and whether they are magnetic or non-magnetic) ▪ recognise and name common types of material (e.g. metal, plastic, wood, paper, rock) and recognise that some of them are found naturally ▪ find out about the uses of a variety of materials (e.g. glass, wood, wool) and how these are chosen for specific uses on the basis of their simple properties. ▪ describe different materials using some properties: appearance, texture etc ▪ identify uses of some common materials suggesting <u>several</u> reasons why the material is suitable ▪ distinguish between an object and the material from which it is made 	<p>Life Processes</p> <ul style="list-style-type: none"> ▪ the differences between things that are living and things that have never been alive ▪ that animals, move, feed, grow, use their senses and reproduce ▪ to relate life processes to animals and plants found in the local environment. <p>Animals</p> <ul style="list-style-type: none"> ▪ to recognise and compare the main external parts of the bodies of animals other than humans ▪ that animals need food and water to stay alive ▪ how to treat animals with care and sensitivity ▪ that animals can produce offspring and that these offspring grow into adults ▪ about the senses that enable animals to be aware of the world around them ▪ 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) ▪ <p>Green Plants</p> <ul style="list-style-type: none"> ▪ to recognise that plants need light and water to grow ▪ to recognise and name the leaf, flower, stem and root of flowering plants ▪ that seeds grow into flowering plants. ▪ identify and name a variety of common wild and garden plants, including deciduous and evergreen trees

Variation & Classification

- group living things according to observable similarities and differences.

Living things in environment

- find out about the different kinds of plants and animals in the local environment
- identify similarities and differences between local environments and ways in which these affect animals and plants that are found there
- care for the environment.
- **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 micro-habitats**
- **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.**

Science Y1 & Y2 Yr B

Physical processes	Materials	Living things (humans)
<p>Forces and motion</p> <ul style="list-style-type: none"> ▪ to find out about, and describe the movement of, familiar things (e.g. cars going faster, slowing down, changing direction) ▪ that both pushes and pulls are examples of forces ▪ to recognise that when things speed up, slow down or change direction, there is a cause (e.g. a push or a pull) 	<p>Changing materials</p> <ul style="list-style-type: none"> ▪ find out how the shapes of objects made from some materials can be changed by some processes ,including squashing, bending, twisting and stretching ▪ explore and describe the way some everyday materials (e.g. water, chocolate, bread, clay) change when they are heated or cooled. 	<p>Life processes</p> <ul style="list-style-type: none"> ▪ the differences between things that are living and things that have never been alive ▪ that humans, move, feed, grow, use their senses and reproduce <p>Humans</p> <ul style="list-style-type: none"> ▪ to recognise and compare the main external parts of the bodies of humans and other animals ▪ that humans need food and water to stay alive ▪ that taking exercise and eating the right types and amounts of food help humans to keep healthy ▪ about the role of drugs as medicines ▪ identify some types of food that make up diet and name some examples of each ▪ that humans produce offspring and that these offspring grow into adults ▪ about the senses that enable humans to be aware of the world around them. ▪ identify and locate parts of bodies (including sense organs) ▪ 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>Variation & Classification</p> <ul style="list-style-type: none"> ▪ recognise similarities and differences between themselves and others, and to treat others with sensitivity