

Science

These are the units that should be covered in each Year Group in according to cover new curriculum objectives - Some topics include objectives from later in the curriculum to be covered to ensure children have secure foundations for their future learning.

Year One	Year Two
<p>Thinking 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:</p> <ul style="list-style-type: none"> □ asking simple questions and recognising that they can be answered in different ways □ observing closely, using simple equipment □ performing simple tests □ identifying and classifying □ using their observations and ideas to suggest answers to questions <ul style="list-style-type: none"> □ gathering and recording data to help in answering questions. 	<p>Thinking 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:</p> <ul style="list-style-type: none"> □ asking simple questions and recognising that they can be answered in different ways □ observing closely, using simple equipment □ performing simple tests □ identifying and classifying □ using their observations and ideas to suggest answers to questions <ul style="list-style-type: none"> □ gathering and recording data to help in answering questions.
<p>Growing Plants - □ identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen □ identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. 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.</p>	<p>Habitats - 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 chain, and identify and name different sources of food.</p>
<p>Light and Dark - recognise they need light in order to see and that darkness is the absence of light. Notice that light reflects off surfaces. Recognise looking at the sun is dangerous (taken from Y3 Light and Dark)</p>	<p>Variation and Classification - 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>
<p>Seasonal Change - observe changes across the four seasons □ observe and describe weather associated with the seasons and how day length varies.</p>	<p>Changing Materials - Finding out how shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard</p>
<p>Materials and their Properties - Distinguish between an object and the materials from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the simple properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Pushes and Pulls - How things move, basics of pushes and pulls (not in nat curr but needed for understanding) Compare how things move on different surfaces. (Year 3 Forces and Magnets)</p>

Sound and Hearing - Identify how sounds are made, associating some of them with vibrating. Recognise that sounds get fainter as the distance from the sound source increases. **(taken from Y4 Sound and Hearing)**

Ourselves - Notice that animals, including humans, have offspring which grow into adults. Identify, name, draw and label the basic parts of a human body and say which part of the body is associated with each sense. Explore and compare the differences between living things that are living, dead, and things that have never been alive.

Keeping Healthy - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Find out about and describe the basic needs of animals, including humans, for survival.

Electricity - Identify common appliances that run on electricity. Construct simple series circuits, identifying and naming its basic parts, including cells, wires, bulbs and switches. Identify whether a lamp will light up in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. **(taken from Year 4 Electricity)**