

Year 1		Year 2
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: <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 • gathering and recording data to help in answering questions 		
Autumn 1 Everyday Materials Pupils should be taught to: <ul style="list-style-type: none"> • 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 		Autumn 1 Materials in my world Pupils should be taught to: <ul style="list-style-type: none"> • (NC Y1) describe the simple physical properties of a variety of everyday materials • (NC Y1) 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
Autumn 2 Light (CPS Stage 2) Pupils should be taught to: <ul style="list-style-type: none"> • Identify different light sources including the sun. • Know that darkness is the absence of light. • Be able to identify shadows. Plus – Seasonal Change Lesson 1: Autumn		Autumn 2 Electricity (CPS Stage 2) Pupils should be taught to: <ul style="list-style-type: none"> • Recognise the components of simple circuits involving cells (batteries). • Know how a switch can be used to break a circuit.
Spring 1 Sound (CPS Stage 1) Pupils should be taught to: <ul style="list-style-type: none"> • Identify many sources of sound. • Know that we hear when sound enters our ear. • Recognise that as sound travels from a source it becomes fainter. Plus – Seasonal Change Lesson 2: Winter		Spring 1 Forces (CPS Stage 1) Pupils should be taught to: <ul style="list-style-type: none"> • explore, talk about and describe the movement of familiar things • recognise that both pushes and pulls are forces • recognise that when things speed up, slow down or change direction there is a cause.
Spring 2 Changing Materials (CPS Stage 2) Pupils should be taught to: <ul style="list-style-type: none"> • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching • (CPS Stage 2) explore and describe the way some everyday materials change when they are heated or cooled • (CPS Stage 2) recognise that some materials can dissolve in water. Plus – Seasonal Change Lesson 3: Spring		Spring 2 Humans Pupils should be taught to: <ul style="list-style-type: none"> • (NC Y1) 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
Summer 1 Plants Pupils should be taught to: <ul style="list-style-type: none"> • 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 		Summer 1 Plants Pupils should be taught to: <ul style="list-style-type: none"> • 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
Spring 1 Animals <ul style="list-style-type: none"> • 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) Plus – Seasonal Change Lesson 4: Summer		Summer 2 Living Things and their Habitats Pupils should be taught to: <ul style="list-style-type: none"> • 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 • 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