

# SCIENCE CURRICULUM OVERVIEW

Year R	Topic	Vocabulary	I can statements	National Curriculum	Activities
Autumn 1 <sup>st</sup>	Myself and PWP - Hungry Caterpillar	<ul style="list-style-type: none"> <li><b>Changes</b> - tall, taller, big, bigger, grow, changed, differences, similarities</li> <li><b>Environment</b> - trees, leaves, plants, flower</li> <li><b>Senses</b> - hear, taste, smell, hear, touch</li> <li><b>Life Cycle of Butterfly</b> - caterpillar, chrysalis, butterfly, food, crawl, fly</li> <li><b>Body parts</b> - hands, head, shoulders, knees, feet, fingers, toes</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about how I have changed since I was a baby</li> <li>I can talk about the changes I see in the environment</li> <li>I can describe what I see, hear and feel whilst outside</li> <li>I can understand the key features of the life cycle of a butterfly</li> <li>I can know the names of different body parts</li> </ul>	Understanding the World involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and fire-fighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.	<ul style="list-style-type: none"> <li>Able to spot similarities and differences between them and their friends</li> </ul> Investigation Tray <ul style="list-style-type: none"> <li>Explore using senses</li> <li>Sand and moulds - wet</li> <li>Playdough and cornflour</li> <li>Explore different materials freely</li> <li>Different pasta to make a skeleton</li> <li>Magnets with magnetic objects</li> <li>Explore and talk about different forces</li> <li>Talk about changes</li> </ul>
Autumn 2 <sup>nd</sup>	Seasons - changing weather	<ul style="list-style-type: none"> <li><b>Environment</b> - trees, leaves, plants, flower</li> <li><b>Senses</b> - hear, taste, smell, see, touch</li> <li><b>Materials</b> - soft, hard, fluffy, bendy, not bendy, rough</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about the changes I see in the environment</li> <li>I can describe what I see, hear and feel whilst outside</li> <li>I can talk about the changes in materials</li> </ul>	Understanding the World involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and fire-fighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.	Investigation Tray <ul style="list-style-type: none"> <li>Magnifying glasses, fir cones and twigs</li> <li>Talk about what they see</li> <li>Explore how things work</li> <li>Magnets with magnetic objects</li> <li>Ramps and cars</li> <li>Explore different materials</li> <li>Pots, soil and seeds</li> <li>Talk about differences between materials</li> </ul>
Spring 1 <sup>st</sup>	Healthy eating, seasons - changing weather, changes of form	<ul style="list-style-type: none"> <li><b>Foods</b> - healthy, unhealthy, good for you, bad for you.</li> <li><b>Fruits and Vegetables</b> - apples, bananas, pears, oranges, carrots, peas - plus any other fruits and vegetables that children can name.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and sort healthy and unhealthy foods</li> <li>I can identify a range of fruits and vegetables</li> <li>I know that some foods are unhealthy.</li> </ul>	Understanding the World involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and fire-fighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.	Investigation Tray <ul style="list-style-type: none"> <li>Talk about what they see</li> <li>Explore how things work</li> <li>Magnets with magnetic objects</li> <li>Ramps and cars</li> <li>Make own dough with flour and water</li> <li>Big teeth, toothbrushes and toothpaste</li> <li>Fruit and vegetable chopping</li> </ul>
Spring 2 <sup>nd</sup>	Seasons	<ul style="list-style-type: none"> <li><b>Seasons</b> - Spring, Autumn, Winter, Summer</li> <li><b>Weather</b> - hot, cold, windy, rainy, snow</li> </ul>	<ul style="list-style-type: none"> <li>I can understand the effects of the changing season</li> <li>I know there are 4 seasons which have different weathers</li> </ul>	Understanding the World involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and fire-fighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.	<ul style="list-style-type: none"> <li>Look at different environments - what is the weather like and what animals live there - England, Egypt, Greenland, Australia, Pakistan</li> </ul> Investigation Tray <ul style="list-style-type: none"> <li>Understand effects of changing seasons</li> <li>Use their senses in a hands-on exploration</li> <li>Water and whisks</li> <li>Explore senses</li> <li>Soap flakes and whisks</li> <li>Sand and moulds</li> <li>Frozen shaving foam</li> <li>Salt dough - make fruits</li> <li>Water with food colouring and bears</li> <li>Make a cave with wet sand and stones</li> </ul>

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<b>Summer 1<sup>st</sup></b>	Changes of form, changes, growing, plants	<ul style="list-style-type: none"> <li>● <b>Plants</b> - leaves, flower, stem, roots, water, sunlight, grow, soil</li> <li>● <b>Environment</b> - trees, leaves, plants, flower</li> <li>● <b>Senses</b> - hear, taste, smell, see, touch</li> </ul>	<ul style="list-style-type: none"> <li>- I am able to know the life cycle of a plant</li> <li>- I can talk about the changes they observe in their environment</li> <li>- I can plant and plant and care for it to help it grow</li> <li>- I can describe what I see, hear and feel whilst outside</li> <li>- I know what is needed to grow a plant</li> <li>- I know what can be found outside in my environment and why we need to look after it</li> </ul>	Understanding the World involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and fire-fighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.	<ul style="list-style-type: none"> <li>- Make toast following instructions - discuss changes in bread and butter</li> <li>- Changes to mixtures once heated - children to make biscuits following instructions</li> <li>- Discuss main parts of a plant and discuss what is needed to make them grow</li> <li>- Which biscuit will dissolve first - gingerbread men - discuss what has happened to them</li> </ul> <p>Investigation Tray</p> <ul style="list-style-type: none"> <li>- Cornflour and clay tools</li> <li>- Explore how things work</li> <li>- sand - sound pebbles and brushes</li> <li>- Use sense for hands on exploration</li> <li>- Magnets</li> <li>- Explore and talk about different forces</li> <li>- Water, bubbles and whisks</li> <li>- Bread/ and toast slices and magnifying glasses</li> <li>- water wheels and lentils</li> </ul>
<b>Summer 2<sup>nd</sup></b>	Animals and their habitats	<ul style="list-style-type: none"> <li>● <b>Plants</b> - leaves, flower, stem roots, water, sunlight, grow, soil</li> <li>● <b>Animals</b> - food, water, shelter, fish, fox, owl, camel, pig, cow, sheep</li> <li>● <b>Habitats</b> - sea, woodland, desert, farm, snow</li> <li>● <b>Senses</b> - hear, taste, smell, see, touch</li> </ul>	<ul style="list-style-type: none"> <li>- I can talk about the life cycle of plants and animals and what they need to survive</li> <li>- I can explain that different animals need different things to survive</li> <li>- I can explain which animals, need different things to survive</li> <li>- I can explain which animals live in which habitats</li> <li>- I can describe what I see, hear and feel whilst outside</li> <li>- I can explain that different animals live in different habitats</li> <li>- I can explain why animals live in certain habitats</li> </ul>	Understanding the World involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and fire-fighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.	<ul style="list-style-type: none"> <li>- Look at a zoo and what animals would you find there</li> <li>- Go on a minibeast hunt and make notes where they were found</li> <li>- Look at minibeasts and describe their habitat</li> <li>- Discuss what animals you find on a farm</li> <li>- Discuss different names between the adult and baby animals found on a farm (cow and calf, pig and piglet, sheep and lamb)</li> </ul> <p>Investigation Tray</p> <ul style="list-style-type: none"> <li>- Cornflour and clay tools</li> <li>- Explore how things work</li> <li>- sand - sound pebbles and brushes</li> <li>- Use sense for hands-on exploration</li> <li>- Magnets</li> <li>- Explore and talk about different forces</li> <li>- Water, bubbles and whisks</li> <li>- Bread/ and toast slices and magnifying glasses</li> <li>- water wheels and lentils</li> </ul>

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Autumn 1 <sup>st</sup>	Animals, including humans	<ul style="list-style-type: none"> <li><b>Names of animal groups</b> - fish, amphibians, reptiles, birds, mammals.</li> <li><b>Animal diets</b> - carnivore, herbivore, omnivore</li> <li><b>Human and animal body parts</b> - e.g neck, arms, elbow, legs, knees, face, eyes, nose, hair, mouth, teeth, hands, feet, tail, wings, feathers, fur, beak, fins, gills</li> <li><b>Human senses</b> - sight, hearing, touch, smell, taste.</li> <li><b>Exploring senses</b> - loud, quiet, soft, rough</li> </ul>	<ul style="list-style-type: none"> <li>I can identify, name, draw and label the basic parts of the human body</li> <li>I can say which part of the body is associated with each sense</li> <li>I can identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> <li>I can understand why some drinks are better for your teeth and why some drinks are not good for your teeth</li> </ul>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Identify, name, draw and label the basics parts of the human body and say which part of the body is associated with each sense.</p> <p><b>Working Scientifically Statements:</b></p> <ul style="list-style-type: none"> <li>- Asking questions</li> <li>- Making predictions</li> <li>- Evaluating</li> <li>- Research</li> <li>- Observation over time</li> <li>- Interpreting and communicating results</li> </ul>	<ul style="list-style-type: none"> <li>- Label parts of the human body and write why these parts are important</li> <li>- Match body parts to their function</li> <li>- Senses activity – Feely bag, sight table, taste table, smell, sound</li> <li>- Write about difference sense and how they are used</li> <li>- Go on a 'sense' hunt</li> <li>- Make a sensory board</li> <li>- Teeth experiment – eggshells in different liquids.</li> </ul>
Autumn 2 <sup>nd</sup>	Seasonal changes	<ul style="list-style-type: none"> <li><b>Seasons</b> - Spring, Summer, Autumn, Winter, seasonal change.</li> <li><b>Weather</b> - e.g sun, rain, snow, sleet, frost, ice, fog, cloud, hot/warm, cold, storm, wind, thunder, weather forecast</li> <li><b>Measuring weather</b> - temperature, rainfall, wind direction, thermometer, rain gauge</li> <li><b>Day length</b> - night, day, daylight</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the weather symbols</li> <li>I can observe and describe weather</li> <li>I can describe the day length in Autumn</li> <li>I can describe and observe weather in Winter</li> <li>I can describe the weather in Winter and know what people do to keep warm and dry</li> <li>I can understand that certain types of weather can be dangerous</li> </ul>	<p>Observe changes across the 4 seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p><b>Working Scientifically Statements:</b></p> <ul style="list-style-type: none"> <li>- Asking questions</li> <li>- Making predictions</li> <li>- Observing and measuring</li> <li>- Recording data</li> <li>- Pattern seeking</li> </ul>	<ul style="list-style-type: none"> <li>- Weather worksheet</li> <li>- Weather symbol</li> <li>- Outside weather recording</li> <li>- Weather knowledge sharing</li> <li>- Seasonal disc of Autumn</li> <li>- Weather report</li> <li>- Winter picture brainstorm</li> <li>- Describe Winter to an alien</li> <li>- Label extreme weather pictures and explain importance of weather forecast</li> <li>-</li> </ul>
Spring 1 <sup>st</sup>	Materials	<ul style="list-style-type: none"> <li><b>Names of materials</b> - wood, plastic, glass, metal, water, rock, paper, cardboard, rubber, fabric</li> <li><b>Properties of materials</b> - hard, shiny, dull, stretchy, rough, smooth, bendy, not bendy, transparent, opaque, waterproof, not waterproof, absorbent, not absorbent, sharp, stiff</li> <li><b>Previous vocabulary</b> – object</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and name a range of everyday materials including wood, plastic, glass, metal and rock.</li> <li>I can sort man-made and natural materials</li> <li>I can describe the simple physical properties of a variety of everyday materials</li> <li>I can compare and group everyday materials by their properties</li> <li>I can distinguish between an object and the material from which it is made</li> <li>To predict and test materials</li> </ul>	<p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><b>Working Scientifically Statements:</b></p> <ul style="list-style-type: none"> <li>- Asking questions</li> <li>- Recording data</li> <li>- Interpreting and communicating results</li> <li>- Evaluating</li> <li>- Fair testing</li> <li>- Observation over time</li> <li>- Grouping and classifying</li> <li>- Setting up tests</li> <li>- Interpreting and communicating results</li> </ul>	<ul style="list-style-type: none"> <li>- Name and compare materials</li> <li>- Sort natural and man-made materials</li> <li>- Sort materials on table</li> <li>- Name the object, the material it is made from and the properties</li> <li>- Material investigation</li> </ul>
Spring 2 <sup>nd</sup>	Season change	<ul style="list-style-type: none"> <li><b>Seasons</b> - Spring, Summer, Autumn, Winter, seasonal change.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe how day length varies from winter to spring</li> </ul>	<p>Observe changes across the 4 seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<ul style="list-style-type: none"> <li>- Observation of trees and clothes people wear in Spring</li> <li>- Weather report activity</li> </ul>

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		<ul style="list-style-type: none"> <li><b>Weather</b> - e.g sun, rain, snow, sleet, frost, ice, fog, cloud, hot/warm, cold, storm, wind, thunder, weather forecast</li> <li><b>Measuring weather</b> - temperature, rainfall, wind direction, thermometer, rain gauge</li> <li><b>Day length</b> - night, day, daylight</li> </ul>	<ul style="list-style-type: none"> <li>I can observe and describe weather associated with spring</li> <li>I can observe changes across Spring by going on a Spring walk</li> <li>I can observe and describe how day length varies from Spring to Summer</li> <li>I can identify and discuss changes across the four seasons</li> </ul>	<p><b>Working Scientifically Statements:</b></p> <ul style="list-style-type: none"> <li>- Asking questions</li> <li>- Making predictions</li> <li>- Observing and measuring</li> <li>- Recording data</li> <li>- Pattern seeking</li> </ul>	<ul style="list-style-type: none"> <li>- Signs of Spring worksheet</li> <li>- Observation of trees and clothes people wear in Summer</li> <li>- Identify and sort pictures according to the correct season</li> </ul>
<b>Summer 1<sup>st</sup></b>	Plants and trees	<ul style="list-style-type: none"> <li><b>Names of common plants</b> - wild plant, garden plant, evergreen tree, deciduous tree, common flowering plant, weed, grass</li> <li><b>Name some features of plants</b> - e.g flower, vegetable, fruit, berry, leaf/leaves, blossom, petal, stem, trunk, branch, root, seed, bulb, soil</li> <li><b>Name of some common types of plants</b> - e.g sunflower, daffodil</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and discuss parts of a plant and tree</li> <li>I can classify and name deciduous and evergreen trees</li> <li>I can identify and name deciduous and evergreen trees</li> <li>I can identify and name wild and garden plants</li> <li>I can identify and name garden plants and trees</li> </ul>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><b>Working Scientifically Statements:</b></p> <ul style="list-style-type: none"> <li>- Asking questions</li> <li>- Making predictions</li> <li>- Observing and measuring</li> <li>- Recording data</li> <li>- Research</li> <li>- Observation over time</li> <li>- Grouping and classifying</li> <li>- Pattern seeking</li> </ul>	<ul style="list-style-type: none"> <li>- Plant sunflowers</li> <li>- Label plant activity</li> <li>- Sort pictures of deciduous and evergreen trees</li> <li>- Identify different trees by looking at their leaves</li> <li>- Children create their own gardens</li> <li>- Write about trees and plants they have in their garden</li> </ul>
<b>Summer 2<sup>nd</sup></b>	Animals, including humans	<ul style="list-style-type: none"> <li><b>Names of animal groups</b> - fish, amphibians, reptiles, birds, mammals.</li> <li><b>Animal diets</b> - carnivore, herbivore, omnivore</li> <li><b>Human and animal body parts</b> - e.g., neck, arms, elbow, legs, knees, face, eyes, nose, hair, mouth, teeth, hands, feet, tail, wings, feathers, fur, beak, fins, gills</li> <li><b>Human senses</b> - sight, hearing, touch, smell, taste.</li> <li><b>Exploring senses</b> - loud, quiet, soft, rough</li> </ul>	<ul style="list-style-type: none"> <li>I can ask questions about animals</li> <li>I can sort and group animals</li> <li>I can classify animals into groups</li> <li>I can identify animals in their environment</li> <li>I can group animals to what they eat</li> </ul>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Identify, name, draw and label the basics parts of the human body and say which part of the body is associated with each sense.</p> <p><b>Working Scientifically Statements:</b></p> <ul style="list-style-type: none"> <li>- Asking questions</li> <li>- Making predictions</li> <li>- Research</li> <li>- Grouping and classifying</li> </ul>	<ul style="list-style-type: none"> <li>- Choose animal outline and write about what they know already</li> <li>- Use a range of sources to answer questions</li> <li>- Sorting and classifying animals</li> <li>- Cut and sort animals into correct classification box</li> <li>- Children to group animals together by mammals, fish, birds and share what is similar</li> <li>- Group animals based on what they eat</li> </ul>

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Year 2	Topic	Vocabulary	I can statements	National Curriculum	Activities
Autumn 1 <sup>st</sup> and Autumn 2 <sup>nd</sup>	Uses of everyday materials	<ul style="list-style-type: none"> <li><b>In addition to Year 1 vocabulary</b></li> <li><b>Changing shape</b> - squash, bend, twist, stretch</li> <li><b>Properties of materials</b> - e.g strong, flexible, light, hard wearing, elastic</li> <li><b>Other</b> - suitability, recycle, pollution</li> </ul>	<ul style="list-style-type: none"> <li>Identify and recognise the use of different materials.</li> <li>Explain properties of different materials.</li> <li>Carry out an investigation and investigate different materials.</li> <li>Investigate how the shape of materials can be changed by different forces.</li> <li>To test and collect data.</li> <li>To investigate the suitability of different materials and their properties.</li> <li>Carry out an enquiry to see which materials are best at keeping things dry.</li> <li>Gather resources, plan and create a new product using materials.</li> <li>Create an advert.</li> </ul>	<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><b>Working Scientifically Statements:</b></p> <ul style="list-style-type: none"> <li>- Asking questions</li> <li>- Making predictions</li> <li>- Setting up tests</li> <li>- Recording data</li> <li>- Evaluating</li> <li>- Fair testing</li> <li>- Observation over time</li> </ul>	<ul style="list-style-type: none"> <li>Sort materials and identify materials.</li> <li>Explain why items are made of particular materials.</li> <li>Boat experiment</li> <li>Push, Pull, Twist, Scrunch - experiment</li> <li>Prediction of forces applied to materials.</li> <li>Making umbrella out of paper, shoes out of cardboard and cutlery out of wool.</li> <li>Teddy bear coat - fair testing, prediction.</li> <li>Plan and create a product using other materials.</li> <li>Create an advert for your product.</li> </ul>
Spring 1 <sup>st</sup> and Spring 2 <sup>nd</sup>	Animals including humans	<ul style="list-style-type: none"> <li><b>In addition to Year 1 vocabulary</b></li> <li><b>Being born and growing</b> - young, offspring, live, young, grow, develop, change, hatch, lay, fly, crawl, talk</li> <li><b>Young and adult names</b> - e.g lamb and sheep, kitten and cat, duckling and duck</li> <li><b>Life-cycle stages</b> - baby, toddler, child, teenager, adult, frogspawn, tadpole, froglet, frog</li> <li><b>Survival and staying healthy</b> - basic needs, survival, food, air, exercise, diet, nutrition, healthy, balanced diet, hygiene, germs.</li> <li><b>Food groups</b> - fruits and vegetables, proteins, dairy and alternatives, carbohydrates, oil and spreads, fats, salt, sugar</li> </ul>	<ul style="list-style-type: none"> <li>Recognise similarities/differences of living things and animals</li> <li>Recognise what humans need to stay alive.</li> <li>Create a human timeline.</li> <li>Sort and classify animals to their offspring.</li> <li>Investigate and measure body parts.</li> <li>Name different body parts and explain their importance.</li> <li>Explore how exercise improves health.</li> <li>Identify and explain the different food groups,</li> <li>Create a balanced meal</li> <li>Discuss ways of staying clean.</li> <li>Recognise the importance of a healthy lifestyle.</li> </ul>	<p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><b>Working Scientifically Statements:</b></p> <ul style="list-style-type: none"> <li>- Asking questions</li> <li>- Observing and measuring</li> <li>- Recording data</li> <li>- Interpreting and communicating results</li> <li>- Evaluating</li> <li>- Research</li> <li>- Pattern seeking</li> <li>- Grouping and classifying</li> </ul>	<ul style="list-style-type: none"> <li>Compare what humans and animals need to stay alive</li> <li>Answer questions on what humans need to stay alive.</li> <li>Create a human timeline of key stages.</li> <li>Match offspring to adults and compare needs of adults and offspring.</li> <li>Measuring body parts and scientific questioning of body parts.</li> <li>Label the body and explain the importance of body parts.</li> <li>Partake in different exercises and record results.</li> <li>Write about different food groups</li> <li>Create a menu of different meals using food groups.</li> <li>Hygiene comic strip</li> <li>Healthy lifestyle worksheet.</li> </ul>
Summer 1 <sup>st</sup>	Living things and their habitats	<ul style="list-style-type: none"> <li><b>Living or dead</b> - living, dead, never living, not living, alive, never been alive, healthy</li> </ul>	<ul style="list-style-type: none"> <li>I can sort animals to their animal groups</li> <li>I can compare the similarities and differences of a living and non-living animals</li> </ul>	<p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p>	<ul style="list-style-type: none"> <li>Sort animals to animal groups</li> <li>Compare living and non-living explaining similarities and differences.</li> </ul>

## SCIENCE CURRICULUM OVERVIEW

		<ul style="list-style-type: none"> <li>● <b>Habitats (including microhabitats)</b> - depend, shelter, safety, survive, suited, space, minibeast, air</li> <li>● <b>Life processes</b> - movement, sensitivity, growth, reproduction, nutrients, excretion, respiration</li> <li>● <b>Food chain: food sources</b> - food, producer, consumer, predator, prey</li> <li>● <b>Names of habitats and microhabitats</b> - e.g under leaves, woodlands, rainforest, sea shore, ocean, urban, local habitat</li> <li>● <b>Previous vocabulary</b> - senses, carnivore, herbivore, omnivore, seed, water</li> </ul>	<ul style="list-style-type: none"> <li>- Compare the similarities and differences of a living, non-living animals and never lived</li> <li>- To identify animals' habitats and explain why they live here</li> <li>- To recognise different micro habitats</li> <li>- Understand what a carnivore, herbivore and omnivore is</li> <li>- Understand a food chain and show how animals get their food</li> </ul>	<p>Identify that most living things live in habitats to which they are suited and describe how habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitat, including microhabitats.</p> <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><b>Working Scientifically Statements:</b></p> <ul style="list-style-type: none"> <li>- Asking questions</li> <li>- Observing and measuring</li> <li>- Recording data</li> <li>- Evaluating</li> <li>- Research</li> <li>- Grouping and classifying</li> </ul>	<ul style="list-style-type: none"> <li>- Explain what you know about something that is alive, once alive and never alive</li> <li>- Match habitats and answer questions</li> <li>- Micro-habitat hunt</li> <li>- Sort animals into carnivores, herbivores and omnivores using a Venn diagram</li> <li>- To make a food chain.</li> </ul>
Summer 2 <sup>nd</sup>	Plants	<ul style="list-style-type: none"> <li>● <b>In addition to Year 1 vocabulary</b></li> <li>● <b>Growth of plants</b> - germination, shoot, seed dispersal, grow, food store, life cycle, die, wilt, seedling, sapling</li> <li>● <b>Needs of plants</b> - sunlight, nutrients, light, healthy, space, air</li> <li>● <b>Name different types of plants</b> - e.g bean, plant, cactus</li> <li>● <b>Names of different habitats</b> - e.g rainforest, desert</li> <li>● <b>Previous vocabulary</b> - water, temperature, warm, hot, cold, habitat</li> </ul>	<ul style="list-style-type: none"> <li>- I can recognise the different features of a plant</li> <li>- I can recognise and compare seeds and bulbs</li> <li>- I can understand what a plant needs to grow</li> <li>- I can describe what plants need to grow</li> <li>- I can explain the outcome of a controlled investigation</li> </ul>	<p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><b>Working Scientifically Statements:</b></p> <ul style="list-style-type: none"> <li>- Asking questions</li> <li>- Observing and measuring</li> <li>- Setting up tests</li> <li>- Recording data</li> <li>- Evaluating</li> <li>- Fair testing</li> <li>- Research</li> <li>- Observation over time</li> <li>- Grouping and classifying</li> </ul>	<ul style="list-style-type: none"> <li>- Draw and label a diagram of a plant</li> <li>- Examine seeds and bulbs under a magnifying glass</li> <li>- Write a bean diary</li> <li>- Make predictions on plant condition experiment</li> <li>- Sunflower life cycle</li> <li>- Set of instructions on how to grow a plant</li> </ul>

SEND Adaptations – Teacher/TA to support children to achieve the Learning Objective by making adaptations such as:

- Can be verbally explained – no need for any recoding to take place.
- Can be verbally explained and scribed by adult.
- If cannot verbally explain – can draw pictures as well
- Have resources to handle – physical handling
- When testing try to buddy up with someone to support with investigation.
- Can draw pictures and annotate if writing is hard.
- Can work within groups.