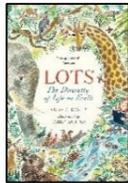
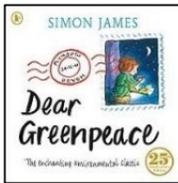
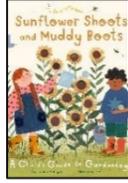


Science Year Planner - Year 1 and 2

2021 2022



Term	Autumn 1 and 2	Spring 1	Spring 2	Summer 1 and 2
Topic	Animals including Humans (Year 1)	Living Things and their Habitats (Year 2)	Everyday Materials (Year 1)	Plants (Year 2)
Science discipline:	Biology	Biology	Chemistry	Biology
Science Knowledge NC Focus:	<ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 	<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 	<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 	<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
Assessment for Learning and Enquiry Book				
Sequence of learning:	<p>Sequence of learning:</p> <ol style="list-style-type: none"> I can reflect on prior knowledge and ask scientific questions. I can draw my body and label the parts. I can explain which body parts are used to see, hear, taste, smell and feel. I can use my senses to be a sense detective. I can identify and describe common animals. I can sort animals based on whether they are carnivores, omnivores or herbivores. 	<p>Sequence of learning:</p> <ol style="list-style-type: none"> I can reflect on prior knowledge and ask scientific questions. I can explore and compare the differences between things that are living, dead, and things that have never been alive. I can identify a range of habitats and which animals live there. I can identify that most living things live in habitats to which they are suited. I can explain how living things in a habitat depend on each other. I can describe how animals get food. I can look at a simple food chain. 	<p>Sequence of learning:</p> <ol style="list-style-type: none"> I can reflect on prior knowledge and ask scientific questions. I can identify and name different materials. I can tell the difference between an object and the material from which it is made. I can describe physical properties of everyday materials. I can test different materials. I can sort and group objects based on their properties. 	<p>Sequence of learning:</p> <ol style="list-style-type: none"> I can reflect on prior knowledge and ask scientific questions. I can identify uses of everyday materials. I can explore the suitability of wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. I can explore how some materials can be changed by squashing, bending, twisting and stretching. I can explain about recycling. I can tell you about John McAdam.
End Point:	To know that animals can be divided into vertebrates and invertebrates: to classify and compare animals into fish, amphibians, reptiles, birds and mammals: to learn about carnivores, herbivores and omnivores: to label basic parts of the human body.	Children will compare the differences between things that are living, dead and things that have never been alive: children can identify the suitability of different habitats: children can name a variety of animals and plants and their habitats: children can understand a simple food chain.	Pupils can distinguish between an object and the material that it is made from: children can identify materials such as wood, plastic, glass, metal, water and rock: children can describe, compare and group materials based on their physical properties.	To observe and describe how seeds and bulbs grown into plants: to discover how plants need water, light and the right temperature to grow and stay healthy.
Vocabulary:	Vocabulary throughout: Carbohydrate, extinct, fat, life cycle, life span, minerals, protein, vitamins	Vocabulary throughout: Food chain, habitat, microhabitat	Vocabulary throughout: Absorbent, bendy, flexible, foil, material, opaque, translucent, transparent, waterproof	Vocabulary throughout: Bud, bulb, germination, seed