
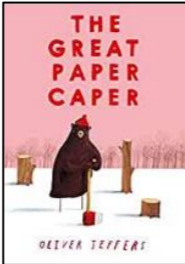
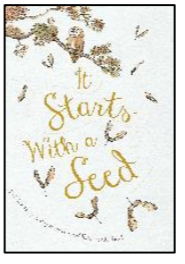
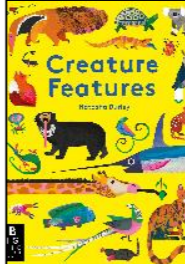


# Science Year Planner - Year 1 and 2

2022 - 2023



Term	Autumn 1 and 2	Spring 1	Spring 2	Summer 1 and 2
Topic	Seasonal Change (Year 1 and 2)	Use of Everyday Materials (Year 2)	Plants (Year 1)	Animals including Humans (Year 2)
Science discipline:	Physics	Chemistry	Biology	Biology
Science Knowledge NC Focus:	<ul style="list-style-type: none"> <li>* Observe changes across the four seasons.</li> <li>* Observe and describe weather associated with the seasons and how day length varies.</li> </ul>	<ul style="list-style-type: none"> <li>♣ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>♣ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<ul style="list-style-type: none"> <li>♣ observe and describe how seeds and bulbs grow into mature plants</li> <li>♣ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	<ul style="list-style-type: none"> <li>♣ notice that animals, including humans, have offspring which grow into adults</li> <li>♣ find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>♣ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>
Assessment for Learning and Enquiry Book				
Sequence of learning:	<p><b>Sequence of learning:</b></p> <ol style="list-style-type: none"> <li>1. I can reflect on prior knowledge and ask scientific questions.</li> <li>2. I can describe how the weather changes across the seasons.</li> <li>3. I can observe and describe the weather in autumn.</li> <li>4. I can describe how the day length varies from season to season.</li> <li>5. I can identify changes in the trees and in the clothes that we wear from autumn to winter.</li> <li>6. I can explain that some animals adapt in the winter.</li> </ol>	<p><b>Sequence of learning:</b></p> <ol style="list-style-type: none"> <li>1. I can reflect on prior knowledge and ask scientific questions.</li> <li>2. I can look closely at plants and draw what I can see.</li> <li>3. I can plant seeds and bulbs and suggest how to care for them.</li> <li>4. I can find out how much water and sunlight plants need.</li> </ol> <p>I can investigate suitable temperatures for plants to stay healthy.</p> <ol style="list-style-type: none"> <li>5. I can observe how my plants have grown.</li> <li>6. I can make a bar chart to show the growth of my plants.</li> </ol>	<p><b>Sequence of learning:</b></p> <ol style="list-style-type: none"> <li>1. I can reflect on prior knowledge and ask scientific questions.</li> <li>2. I can describe how to plant a bean.</li> <li>3. I can identify and name common wild and garden plants.</li> <li>4. I can sort the leaves from deciduous and evergreen trees.</li> <li>5. I can identify and describe the parts of trees and plants.</li> <li>6. I can talk about how my bean has grown.</li> </ol>	<p><b>Sequence of learning:</b></p> <ol style="list-style-type: none"> <li>1. I can reflect on prior knowledge and ask scientific questions.</li> <li>2. I can match animals with their babies. I can describe how animals change as they grow.</li> <li>3. I can describe the basic needs of animals including humans.</li> <li>4. I can identify healthy and unhealthy food.</li> <li>5. I can explain why humans need to exercise.</li> <li>6. I can explain how and why we keep ourselves clean.</li> </ol>
End Point:	Children can observe changes across the four seasons: children can describe weather associated with the seasons and how the length of days varies due to this.	To learn the suitability of different materials for particular uses: to find that some solid objects can change shape by being squashed, bent, twisted and stretched.	To learn that plants are found in most places on the planet: plants are divided into groups: identify the basic structure of a variety of common flowering plants (and trees):	Children will know that animals (including humans) have offspring which grows into adults: children will discover the basic needs of animals - food, water and air: children will understand the importance of exercise, diet and hygiene.
Vocabulary:	<b>Vocabulary throughout:</b> Axis, orbit, temperature, thermometer, compass, shadow	<b>Vocabulary throughout:</b> Wood, glass, metal, plastic, fabric, rock, paper	<b>Vocabulary throughout:</b> Root, stem, flower, seed, bulb, fruit	<b>Vocabulary throughout:</b> Carbohydrate, extinct, fat, life cycle, life span, minerals, protein, vitamins