



Medium Term Curriculum Planning - KS1 (1+2)

NON-NEGOTIABLES

Subject assessment criteria; KWHL grid; vocabulary definitions

THINGS TO CONSIDER:

Offsite visit; Parental involvement;
Take Home Tasks (tats)

Key stage 1 Working scientifically. All Science topics should include:

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| <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. | <ul style="list-style-type: none">Identifying and classifying.Using their observations and ideas to suggest answers to questions.Gathering and recording data to help in answering questions |
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**Year 1
Throughout
the year**

Seasonal Changes - across a period of time

N.C.1:1 Observe changes across the four seasons.

N.C.1:2 Observe and describe weather associated with the seasons and how day length varies.

Assessment guidance:

Shows understanding of a concept using scientific vocabulary correctly

Key Learning:

In the UK, the day length is longest at mid-summer (about 16 hours) and gets shorter each day until mid-winter (about 8 hours) before getting longer again.

The weather also changes with the seasons. In the UK, it is usually colder and rainier in Winter and hotter and dryer in the Summer. The change in weather causes many other changes; some examples are numbers of minibeasts found outside, seed and plant growth, leaves on trees and type of clothes worn by people.

Possible evidence:

Can name the four seasons and identify when in the year they occur.

Can describe weather in different seasons over a year.

Can describe days as being longer (in time) in the summer and shorter in the winter.

Can describe other features that change through the year

Key vocabulary:

Weather (sunny, rainy, windy, snowy etc.), seasons (Winter, Summer, Spring, Autumn), sun, sunrise, sunset, day length

Cornerstones Investigations for this area of study. For these investigations you need to use the Tasc wheel; However, ensure you are covering all NC objectives.

How big is a raindrop? (N.C.1:2)

Does it snow in Summer? (N.C.1:2; N.C.1:3)

Assessment guidance:

Applying knowledge in familiar related contexts, including a range of enquiries.

Key Learning:

Possible evidence:

	<p>Collect information about the weather regularly throughout the year Present this information in table and charts to compare the weather across the seasons</p> <p>Collect information, regularly throughout the year, of features that change with the seasons e.g. plants, animals, humans</p> <p>Present this information in different ways to compare the seasons</p> <p>Gather data about day length regularly throughout the year and present this to compare the seasons</p>	<p>Use their evidence gathered to describe the general types of weather and changes in day length over the seasons.</p> <p>Use their evidence to describe some other features of their surroundings, themselves, animals, plants that change over the seasons</p> <p>Demonstrate their knowledge in different ways e.g. making a weather forecast video, writing seasonal poetry, creating seasonal artwork</p>
Year 1 Autumn	<p><u>Humans and Animals</u></p> <p>N.C.1:3 Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>N.C.1:4 Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>N.C.1:5 Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>N.C.1:6 Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Assessment guidance: Shows understanding of a concept using scientific vocabulary correctly</p> <p>Key learning: Humans have keys parts in common, but these vary from person to person. Humans (and other animals) find out about the world using their senses. Humans have five senses – sight, touch, taste, hearing and smelling. These senses are linked to particular parts of the body.</p> <p>Key vocabulary: Parts of the body including those linked to PSHE teaching (see joint document produced by the ASE and PSHE association) Senses, touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue</p> <p>Cornerstones Investigations for this area of study. For these investigations you need to use the Tasc wheel; However, ensure you are covering all NC objectives.</p> <p>What can our hands do? (N.C.1.3)</p> <p>Can you leap like a frog? (N.C.1:4; N.C.1:5; N.C.1:6)</p> <p>Assessment guidance: Applying knowledge in familiar related contexts, including a range of enquiries.</p>	<p>Possible evidence:</p> <p>Can play and lead 'Simon says'.</p> <p>During PE lessons, can follow instructions involving parts of the body</p> <p>Can label parts of the body on pictures and diagrams</p> <p>Can explore objects using different senses</p>

	<p>Key learning:</p> <p>Make first hand close observations of parts of the body e.g. hands, eyes Compare two people Take measurements of parts of their body Compare parts of their own body Look for patterns between people e.g. Do people with big hands have big feet? Classify people according to their features Investigate human senses e.g. Which part of my body is good for feeling, which is not? Which food/flavours can I identify by taste? Which smells can I match?</p>	<p>Possible evidence:</p> <p>Can use first-hand close observations to make detailed drawings Can name body parts correctly when talking about measurements and comparisons 'My arm is x straws long.' 'My arm is x straws long and my leg is y straws long. My leg is longer than my arm.' 'We both have hands, but his are bigger than mine.' 'These people have brown eyes and these have blue.' Can talk about their findings from investigations using appropriate vocabulary 'My fingers are much better at feeling than my toes' 'We found that the crisps all taste the same.'</p>
<p>Year 1 Spring</p>	<p>Everyday materials</p> <p>N.C. 1:7 Distinguish between an object and the material from which it is made N.C.1: 8 Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock N.C. 1:9 Describe the simple physical properties of a variety of everyday materials N.C. 1:10 Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Assessment guidance: Shows understanding of a concept using scientific vocabulary correctly</p> <p>Key learning: All objects are made of one or more materials. Some objects can be made from different materials e.g. plastic, metal or wooden spoons. Materials can be described by their properties e.g. shiny, stretchy, rough etc. Some materials e.g. plastic can be in different forms with very different properties.</p> <p>Key vocabulary: Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see through, not see through</p>	<p>Possible Evidence:</p> <p>Can label a picture or diagram of an object made from different materials Can describe the properties of different materials</p>

	<p>Cornerstones Investigations for this area of study. For these investigations you need to use the Tasc wheel; However, ensure you are covering all NC objectives.</p> <p>What makes the loudest sound (N.C. 1:7;1:8;1:9)</p> <p>What keeps us dry? (N.C. 1:10)</p>		
	<p>Assessment guidance: Applying knowledge in familiar related contexts, including a range of enquiries</p>		
	<table border="1"> <tr> <td> <p>Key learning:</p> <p>Classify objects made of one material in different ways e.g. a group of object made of metal</p> <p>Classify in different ways one type of object made from a range of materials e.g. a collection of spoons made of different materials</p> <p>Classify materials based on their properties</p> <p>Test the properties of objects e.g. absorbency of cloths, strength of party hats made of different papers, stiffness of paper plates, waterproofness of shelters</p> </td><td> <p>Possible evidence:</p> <p>Can sort objects and materials using a range of properties</p> <p>Can choose an appropriate method for testing an object for a particular property</p> <p>Can use their test evidence to answer the questions about properties e.g. Which cloth is the most absorbent?</p> </td></tr> </table>	<p>Key learning:</p> <p>Classify objects made of one material in different ways e.g. a group of object made of metal</p> <p>Classify in different ways one type of object made from a range of materials e.g. a collection of spoons made of different materials</p> <p>Classify materials based on their properties</p> <p>Test the properties of objects e.g. absorbency of cloths, strength of party hats made of different papers, stiffness of paper plates, waterproofness of shelters</p>	<p>Possible evidence:</p> <p>Can sort objects and materials using a range of properties</p> <p>Can choose an appropriate method for testing an object for a particular property</p> <p>Can use their test evidence to answer the questions about properties e.g. Which cloth is the most absorbent?</p>
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<p>Year 1 Summer</p>	<p>Plants</p> <p>N.C.1:11 Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. N.C 1:12 Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>		
	<p>Assessment guidance: Shows understanding of a concept using scientific vocabulary correctly</p>		
	<table border="1"> <tr> <td> <p>Key learning:</p> <p>Growing locally there will be a vast array of plants which all have specific names. These can be identified by looking at the key characteristics of the plant. Plants have common parts but they vary between the different types of plants. Some trees keep their leaves all year whilst other trees drop their leaves during autumn and grow them again during spring.</p> </td><td> <p>Possible Evidence:</p> <p>Can name trees and other plants that they see regularly. Can describe some of the key features of these trees and plants e.g. the shape of the leaves, the colour of the flower/blossom</p> <p>Can point out trees which lost their leaves and those that kept them the whole year</p> <p>Can point to and name the parts of a plant, recognising that they are not always the same e.g. leaves and stems may not be green.</p> </td></tr> </table>	<p>Key learning:</p> <p>Growing locally there will be a vast array of plants which all have specific names. These can be identified by looking at the key characteristics of the plant. Plants have common parts but they vary between the different types of plants. Some trees keep their leaves all year whilst other trees drop their leaves during autumn and grow them again during spring.</p>	<p>Possible Evidence:</p> <p>Can name trees and other plants that they see regularly. Can describe some of the key features of these trees and plants e.g. the shape of the leaves, the colour of the flower/blossom</p> <p>Can point out trees which lost their leaves and those that kept them the whole year</p> <p>Can point to and name the parts of a plant, recognising that they are not always the same e.g. leaves and stems may not be green.</p>
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	<p>Key vocabulary: Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, Names of trees in the local area. Names of garden and wild flowering plants in the local area</p>		
	<p>Cornerstones Investigations for this area of study. For these investigations you need to use the Tasc wheel; However, ensure you are covering all NC objectives.</p> <p>Are all leaves the same? (N.C. 1.11; N.C. 1.12)</p>		

	<p>Do pine cones know it's raining? (N.C. 1:12)</p> <p>Assessment guidance: Applying knowledge in familiar related contexts, including a range of enquiries</p>
	<p>Key Learning:</p> <p>Make close observations of leaves, seeds, flowers etc.</p> <p>Compare two leaves, seeds, flowers etc.</p> <p>Classify leaves, seeds, flowers etc. using a range of characteristics</p> <p>Identify plants by matching them to named images</p> <p>Make observations of how plants change over a period of time</p> <p>When further afield, spot plants that are the same as those in the local area studied regularly, describing the key features that helped them</p> <p>Possible evidence:</p> <p>Can sort and group parts of plants using similarities and differences</p> <p>Can use simple charts etc. to identify plants</p> <p>Can collect information on features that change during the year</p> <p>Can use photographs to talk about how plants change over time</p>
<p>Year 1/2 Throughout the year</p>	<p><u>Seasonal Changes</u></p> <p>N.C. 1:1 Observe changes across the four seasons. N.C.1: 2 Observe and describe weather associated with the seasons and how day length varies.</p>

	<p>Assessment guidance: Shows understanding of a concept using scientific vocabulary correctly</p> <p>Key Learning: In the UK, the day length is longest at mid-summer (about 16 hours) and gets shorter each day until mid-winter (about 8 hours) before getting longer again. The weather also changes with the seasons. In the UK, it is usually colder and rainier in Winter and hotter and dryer in the Summer. The change in weather causes many other changes; some examples are numbers of minibeasts found outside, seed and plant growth, leaves on trees and type of clothes worn by people.</p> <p>Possible evidence: Can name the four seasons and identify when in the year they occur. Can describe weather in different seasons over a year. Can describe days as being longer (in time) in the summer and shorter in the winter. Can describe other features that change through the year</p>
	<p>Key vocabulary: Weather (sunny, rainy, windy, snowy etc.), seasons (Winter, Summer, Spring, Autumn), sun, sunrise, sunset, day length</p> <p>Cornerstones Investigations for this area of study. For these investigations you need to use the Tasc wheel; However, ensure you are covering all NC objectives.</p> <p>How wild is the wind? (N.C.1:2)</p> <p>Does it snow in Summer? (N.C.1:2; N.C.1:3)</p>
	<p>Assessment guidance: Applying knowledge in familiar related contexts, including a range of enquiries.</p>
	<p>Key Learning: Collect information about the weather regularly throughout the year Present this information in table and charts to compare the weather across the seasons Collect information, regularly throughout the year, of features that change with the seasons e.g. plants, animals, humans Present this information in different ways to compare the seasons Gather data about day length regularly throughout the year and present this to compare the seasons</p> <p>Possible evidence: Use their evidence gathered to describe the general types of weather and changes in day length over the seasons. Use their evidence to describe some other features of their surroundings, themselves, animals, plants that change over the seasons Demonstrate their knowledge in different ways e.g. making a weather forecast video, writing seasonal poetry, creating seasonal artwork</p>
Year 1/2 Autumn	<p>Uses of everyday materials</p> <p>N.C.2.8 Identify (N.C.1: 8 including wood, plastic, glass, metal, water, and rock) and compare the suitability of a variety of everyday materials N.C.1:7 ensure too distinguish between an object and material it is made from relating, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Include: N.C. 1:9 Describe the simple physical properties of a variety of everyday materials</p> <p>N.C. 1:10 Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>N.C.2.9 Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>

	<p>Assessment guidance: Shows understanding of a concept using scientific vocabulary correctly</p> <p>Key Learning:</p> <p>All objects are made of one or more materials that are chosen specifically because they have suitable properties for the task. For example, a water bottle is made of plastic because it is transparent allowing you to see the drink inside and waterproof so that it holds the water. When choosing what to make an object from, the properties needed are compared with the properties of the possible materials, identified through simple tests and classifying activities. A material can be suitable for different purposes and an object can be made of different materials.</p> <p>Objects made of some materials can be changed in shape by bending, stretching, squashing and twisting. For example, clay can be shaped by squashing, stretching, rolling, pressing etc. This can be a property of the material or depend on how the material has been processed e.g. thickness.</p> <p>Key vocabulary:</p> <p>Names of materials - increased range from year 1</p> <p>Properties of materials - as for year 1 plus opaque, transparent and translucent, reflective, non-reflective, flexible, rigid</p> <p>Shape, push/pushing, pull/pulling, twist/twisting, squash/squashing. Bend/bending, stretch/stretching</p>	<p>Possible evidence:</p> <p>Can name an object, say what material it is made from, identify its properties and make a link between the properties and a particular use</p> <p>Can label a picture or diagram of an object made from different materials</p> <p>For a given object can identify what properties a suitable material needs to have</p> <p>Whilst changing the shape of an object can describe the action used</p> <p>Can use the words flexible and/or stretchy to describe materials that can be changed in shape and stiff and/or rigid for those that cannot</p> <p>Can recognise that a material may come in different forms which have different properties</p>
	<p>Cornerstones Investigations for this area of study. For these investigations you need to use the Tasc wheel; However, ensure you are covering all NC objectives.</p> <p>How does it feel? (N.C. 1:9; 1:10)</p> <p>Can you be a superhero? (N.C. 2.8; N.C. 1:10)</p>	
	<p>Assessment guidance: Shows understanding of a concept using scientific vocabulary correctly</p> <p>Key Learning:</p> <p>Can sort materials using a range of properties</p> <p>Can explain using the key properties why a material is suitable or not suitable for a purpose</p> <p>Can begin to choose an appropriate method for testing a material for a particular property</p> <p>Can use their test evidence to select appropriate material for a purpose e.g. Which material is the best for a rain hat?</p>	<p>Possible evidence:</p> <p>Classify materials</p> <p>Make suggestions about alternative materials for a purpose that are both suitable and unsuitable</p> <p>Test the properties of materials for particular uses e.g. compare the stretchiness of fabrics to select the most appropriate for Elastigirl's costume, test materials for waterproofness to select the most appropriate for a rain hat</p>

<p>Year 1 / 2 Spring</p>	<p align="center"><u>Animals including humans</u></p> <p>N.C.2.5 Notice that animals, including humans, have offspring which grow into adults Refer to and include - N.C.1:3 Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (this could link to PSHE focus on body parts)</p> <p>N.C.2.6 Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>N.C.2. 7 Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>		
	<p>Assessment guidance: Shows understanding of a concept using scientific vocabulary correctly</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="332 377 1320 847" style="padding: 5px;"> <p>Key Learning:</p> <p>Animals including humans have offspring which grow into adults. In humans and some animals these offspring will be young, such as babies or kittens, that grow into adults. In other animals, such as chickens or insects, there may be eggs laid that hatch to young or other stages which then grow to adults. The young of some animals do not look like their parents e.g. tadpoles.</p> <p>All animals including humans have basic needs of feeding, drinking and breathing that must be satisfied in order to survive, and to grow into healthy adults they also need the right amounts and types of food and exercise. Good hygiene is also important in preventing infections and illnesses.</p> </td><td data-bbox="1320 377 2212 847" style="padding: 5px;"> <p>Possible evidence:</p> <p>Can describe how animals including humans have offspring which grow into adults, using the appropriate names for the stages</p> <p>Can state the basic needs of animals, including humans, for survival.</p> <p>Can state the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p> <p>Can name foods in each section of the Eatwell guide</p> </td></tr> </table>	<p>Key Learning:</p> <p>Animals including humans have offspring which grow into adults. In humans and some animals these offspring will be young, such as babies or kittens, that grow into adults. In other animals, such as chickens or insects, there may be eggs laid that hatch to young or other stages which then grow to adults. The young of some animals do not look like their parents e.g. tadpoles.</p> <p>All animals including humans have basic needs of feeding, drinking and breathing that must be satisfied in order to survive, and to grow into healthy adults they also need the right amounts and types of food and exercise. Good hygiene is also important in preventing infections and illnesses.</p>	<p>Possible evidence:</p> <p>Can describe how animals including humans have offspring which grow into adults, using the appropriate names for the stages</p> <p>Can state the basic needs of animals, including humans, for survival.</p> <p>Can state the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p> <p>Can name foods in each section of the Eatwell guide</p>
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	<p>Key vocabulary:</p> <p>Offspring, reproduction, growth, child, young/old stages (examples - chick/hen, baby/child/adult, caterpillar/butterfly), exercise, heartbeat, breathing, hygiene, germs, disease, food types (examples – meat, fish, vegetables, bread, rice, pasta)</p> <p>Cornerstones Investigations for this area of study. For these investigations you need to use the Tasc wheel; However, ensure you are covering all NC objectives.</p> <p>Why do we have two eyes? (N.C.1:3; N.C.2.5)</p> <p>Why should I exercise? (N.C. 2.7)</p>		
	<p>Assessment guidance:</p> <p>Applying knowledge in familiar related contexts, including a range of enquiries</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="332 1219 1320 1470" style="padding: 5px;"> <p>Key Learning:</p> <p>Ask people questions and use secondary sources to find out about the life cycles of some animals</p> <p>Observe animals growing over a period of time e.g. chicks, caterpillars, a baby</p> <p>Ask questions of a parent about how they look after their baby</p> <p>Ask pet owners questions about how they look after their pet</p> </td><td data-bbox="1320 1219 2212 1470" style="padding: 5px;"> <p>Possible evidence:</p> <p>Can describe, including using diagrams, the life cycle of some animals, including humans, and their growth to adults e.g. by creating a life cycle book for a younger child</p> <p>Can measure/observe how animals, including humans, grow.</p> <p>Show what they know about looking after a baby/animal by creating a parenting/pet owners' guide</p> </td></tr> </table>	<p>Key Learning:</p> <p>Ask people questions and use secondary sources to find out about the life cycles of some animals</p> <p>Observe animals growing over a period of time e.g. chicks, caterpillars, a baby</p> <p>Ask questions of a parent about how they look after their baby</p> <p>Ask pet owners questions about how they look after their pet</p>	<p>Possible evidence:</p> <p>Can describe, including using diagrams, the life cycle of some animals, including humans, and their growth to adults e.g. by creating a life cycle book for a younger child</p> <p>Can measure/observe how animals, including humans, grow.</p> <p>Show what they know about looking after a baby/animal by creating a parenting/pet owners' guide</p>
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	<p>Explore the effect of exercise on their bodies Classify food in a range of ways, including using the Eatwell guide Investigate washing hands, using glitter gel</p>	Explain how development and health might be affected by differing conditions and needs being met/not met.
Year 1/2 Summer	<p>Living Things And Their Habitat</p> <p>N.C. 2.1 Explore and compare the differences between things that are living, dead, and things that have never been alive create links to N.C.1:6 structure of common animals.</p> <p>N.C.2.2 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</p> <p>N.C.2.3 Identify and name a variety of plants and animals in their habitats refer to N.C.1:4 + N.C.1:5, including micro-habitats</p> <p>N.C.2.4 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>Assessment guidance: Shows understanding of a concept using scientific vocabulary correctly</p>	
<p>Key Learning:</p> <p>All objects are either living, dead or have never been alive. Living things are plants (including seeds) and animals. Dead things include dead animals and plants and parts of plants and animals that are no longer attached e.g. leaves and twigs, shells, fur, hair and feathers (this is a simplification but appropriate for year 2 children). An object made of wood is classed as dead. Objects made of rock, metal and plastic have never been alive (again ignoring that plastics are made of fossil fuels). Animals and plants live in a habitat to which they are suited which means that animals have suitable features that help them move and find food and plants have suitable features that help them to grow well. The habitat provides the basic needs of the animals and plants – shelter, food and water. Within a habitat there are different micro-habitats e.g. in a woodland – in the leaf litter, on the bark of trees, on the leaves. These micro-habitats have different conditions e.g. light or dark, damp or dry. These conditions affect what plants and animals live there. The plants and animals in a habitat depend on each other for food and shelter etc. The way that animals obtain their food from plants and other animals can be shown in a food chain.</p>		<p>Possible evidence:</p> <p>Can find a range of items outside that are living, dead and never lived</p> <p>Can name a range of animals and plants that live in a habitat and micro-habitats that they have studied</p> <p>Can talk about how the features of these animals and plants make them suitable to the habitat</p> <p>Can talk about what the animals eat in a habitat and how the plants provide shelter for them</p> <p>Can construct a food chain that starts with a plant and has the arrows pointing in the correct direction</p>
<p>Key vocabulary:</p> <p>Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, names of local habitats e.g. pond, woodland etc., names of micro-habitats e.g. under logs, in bushes etc.</p>		

Cornerstones Investigations for this area of study. For these investigations you need to use the Tasc wheel; However, ensure you are covering all NC objectives.

How many arms does an octopus? (2.1;2.2)

Where do snails live? (2.2;2.3)

Assessment guidance:

Applying knowledge in familiar related contexts, including a range of enquiries

Key Learning:

Explore the outside environment regularly to find objects that are living, dead and have never lived

Classify objects found in the local environment

Observe animals and plants carefully, drawing and labelling diagrams

Create simple food chains for a familiar local habitat from first hand observation and research

Create simple food chains from information given e.g. in picture books (Gruffalo etc.)

Possible evidence:

Can sort into living, dead and never lived

Can give key features that mean the animal or plant is suited to its micro-habitat

Using a food chain can explain what animals eat

Can explain in simple terms why an animal or plant is suited to a habitat e.g. the caterpillar cannot live under the soil like a worm as it needs fresh leaves to eat; the seaweed we found on the beach cannot live in our pond because it is not salty

Plants

Add - N.C.1:11 Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.

N.C.2.10 Observe and describe how seeds and bulbs grow into mature plants **include and relate N.C 1:12 Identify and describe the basic structure of a variety of common flowering plants, including trees.**

N.C.2.11 Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Assessment guidance:

Shows understanding of a concept using scientific vocabulary correctly

Key Learning:

Plants may grow from either seeds or bulbs. These then germinate and grow into seedlings which then continue to grow into mature plants.

These mature plants may have flowers which then develop into seeds, berries, fruits etc. Seeds and bulbs need to be planted outside at particular times of the year and they will germinate and grow at different rates. Some plants are better suited to growing in full sun and some grow better in partial or full shade. Plants also need different amounts of water and space to grow well and stay healthy.

Possible evidence:

Can describe how plants that they have grown from seeds and bulbs have developed over time

Can identify plants that grew well in different conditions

Key vocabulary:

As for year 1 plus - light, shade, sun, warm, cool, water, grow, healthy

Cornerstones Investigations for this area of study. For these investigations you need to use the Tasc wheel; However, ensure you are covering all NC objectives.

	<p>What's in a bud? (N.C 1:11. 1:12) Can seeds grow anywhere? (N.C. 2.10;2.11)</p> <p>Assessment guidance: Shows understanding of a concept using scientific vocabulary correctly</p>
	<p>Key Learning:</p> <p>Make close observations of seeds and bulbs Classify seeds and bulbs Research and plan when and how to plant a range of seeds and bulbs Look after the plants as they grow – weeding, thinning, watering etc. Make close observations and measurements of their plants growing from seeds and bulbs Make comparisons between plants as they grow</p> <p>Possible evidence:</p> <p>Can spot similarities and difference between bulbs and seeds Can nurture seeds and bulbs into mature plants identifying the different requirements of different plants</p>
Year 2 Autumn	<p><u>Living Things And Their Habitats</u></p> <p>N.C. 2.1 Explore and compare the differences between things that are living, dead, and things that have never been alive N.C.2.2 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 N.C.2.3 Identify and name a variety of plants and animals in their habitats, including micro-habitats N.C.2.4 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>Assessment guidance: Shows understanding of a concept using scientific vocabulary correctly</p>
	<p>Key Learning:</p> <p>All objects are either living, dead or have never been alive. Living things are plants (including seeds) and animals. Dead things include dead animals and plants and parts of plants and animals that are no longer attached e.g. leaves and twigs, shells, fur, hair and feathers (this is a simplification but appropriate for year 2 children). An object made of wood is classed as dead. Objects made of rock, metal and plastic have never been alive (again ignoring that plastics are made of fossil fuels). Animals and plants live in a habitat to which they are suited which means that animals have suitable features that help them move and find food and plants have suitable features that help them to grow well. The habitat provides the basic needs of the animals and plants – shelter, food and water. Within a habitat there are different micro-habitats e.g. in a</p> <p>Possible evidence:</p> <p>Can find a range of items outside that are living, dead and never lived Can name a range of animals and plants that live in a habitat and micro-habitats that they have studied Can talk about how the features of these animals and plants make them suitable to the habitat Can talk about what the animals eat in a habitat and how the plants provide shelter for them Can construct a food chain that starts with a plant and has the arrows pointing in the correct direction</p>

	<p>woodland – in the leaf litter, on the bark of trees, on the leaves. These micro-habitats have different conditions e.g. light or dark, damp or dry. These conditions affect what plants and animals live there. The plants and animals in a habitat depend on each other for food and shelter etc. The way that animals obtain their food from plants and other animals can be shown in a food chain.</p>	
	<p>Key vocabulary: Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, names of local habitats e.g. pond, woodland etc., names of micro-habitats e.g. under logs, in bushes etc.</p>	
	<p>Cornerstones Investigations for this area of study. For these investigations you need to use the Tasc wheel; However, ensure you are covering all NC objectives.</p> <p>Where do snails live? (N.C.2.2; N.C.2.3) Will it degrade? (N.C.2.1) Do snails have noses? (N.C. 2.4)</p>	
	<p>Assessment guidance: Applying knowledge in familiar related contexts, including a range of enquiries</p>	
	<p>Key Learning: Explore the outside environment regularly to find objects that are living, dead and have never lived Classify objects found in the local environment Observe animals and plants carefully, drawing and labelling diagrams Create simple food chains for a familiar local habitat from first hand observation and research Create simple food chains from information given e.g. in picture books (Gruffalo etc.)</p>	<p>Possible evidence: Can sort into living, dead and never lived Can give key features that mean the animal or plant is suited to its micro-habitat Using a food chain can explain what animals eat Can explain in simple terms why an animal or plant is suited to a habitat e.g. the caterpillar cannot live under the soil like a worm as it needs fresh leaves to eat; the seaweed we found on the beach cannot live in our pond because it is not salty</p>
<p>Year 2 Spring</p>	<p><u>Uses of everyday materials</u></p>	
	<p>N.C.2.8 Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses N.C.2.9 Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	
	<p>Assessment guidance: Shows understanding of a concept using scientific vocabulary correctly</p>	
	<p>Key Learning: All objects are made of one or more materials that are chosen specifically because they have suitable properties for the task. For example, a water bottle is made of plastic because it is transparent allowing you to see the drink inside and waterproof so that it holds the</p>	<p>Possible evidence: Can name an object, say what material it is made from, identify its properties and make a link between the properties and a particular use</p>

	<p>water. When choosing what to make an object from, the properties needed are compared with the properties of the possible materials, identified through simple tests and classifying activities. A material can be suitable for different purposes and an object can be made of different materials.</p> <p>Objects made of some materials can be changed in shape by bending, stretching, squashing and twisting. For example, clay can be shaped by squashing, stretching, rolling, pressing etc. This can be a property of the material or depend on how the material has been processed e.g. thickness.</p>	<p>Can label a picture or diagram of an object made from different materials</p> <p>For a given object can identify what properties a suitable material needs to have</p> <p>Whilst changing the shape of an object can describe the action used</p> <p>Can use the words flexible and/or stretchy to describe materials that can be changed in shape and stiff and/or rigid for those that cannot</p> <p>Can recognise that a material may come in different forms which have different properties</p>
Key vocabulary:		
Names of materials – increased range from year 1		
Properties of materials - as for year 1 plus opaque, transparent and translucent, reflective, non-reflective, flexible, rigid Shape, push/pushing, pull/pulling, twist/twisting, squash/squashing. Bend/bending, stretch/stretching		
Cornerstones Investigations for this area of study. For these investigations you need to use the Tasc wheel; However, ensure you are covering all NC objectives.		
<p>Can you make a paper bridge? (N.C. 2.8;2.9)</p> <p>Can you find the treasure? (N.C. 2.9)</p> <p>How is mud made? (N.C. 2.9)</p> <p>Why do boats float? (N.C 2.8;2.9)</p>		
Assessment guidance:		
Applying knowledge in familiar related contexts, including a range of enquiries		
	<p>Key Learning:</p> <p>Can sort materials using a range of properties</p> <p>Can explain using the key properties why a material is suitable or not suitable for a purpose</p> <p>Can begin to choose an appropriate method for testing a material for a particular property</p> <p>Can use their test evidence to select appropriate material for a purpose e.g. Which material is the best for a rain hat?</p>	<p>Possible evidence:</p> <p>Classify materials</p> <p>Make suggestions about alternative materials for a purpose that are both suitable and unsuitable</p> <p>Test the properties of materials for particular uses e.g. compare the stretchiness of fabrics to select the most appropriate for Elastigirl's costume, test materials for waterproofness to select the most appropriate for a rain hat</p>
Year 2 Summer	<p align="center">Animals including humans</p> <p>N.C.2.5 Notice that animals, including humans, have offspring which grow into adults</p> <p>N.C.2.6 Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>N.C.2.7 Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	

	<p>Assessment guidance: Shows understanding of a concept using scientific vocabulary correctly</p>
	<p>Key Learning: Animals including humans have offspring which grow into adults. In humans and some animals these offspring will be young, such as babies or kittens, that grow into adults. In other animals, such as chickens or insects, there may be eggs laid that hatch to young or other stages which then grow to adults. The young of some animals do not look like their parents e.g. tadpoles. All animals including humans have basic needs of feeding, drinking and breathing that must be satisfied in order to survive, and to grow into healthy adults they also need the right amounts and types of food and exercise. Good hygiene is also important in preventing infections and illnesses.</p> <p>Possible evidence: Can describe how animals including humans have offspring which grow into adults, using the appropriate names for the stages Can state the basic needs of animals, including humans, for survival. Can state the importance for humans of exercise, eating the right amounts of different types of food and hygiene. Can name foods in each section of the Eatwell guide</p>
	<p>Key vocabulary: Offspring, reproduction, growth, child, young/old stages (examples - chick/hen, baby/child/adult, caterpillar/butterfly), exercise, heartbeat, breathing, hygiene, germs, disease, food types (examples – meat, fish, vegetables, bread, rice, pasta)</p>
	<p>Cornerstones Investigations for this area of study. For these investigations you need to use the Tasc wheel; However, ensure you are covering all NC objectives.</p> <p>How do germs spread? (N.C.2.7)</p> <p>What is the lifecycle of the ladybird? (N.C.2.5)</p>
	<p>Assessment guidance: Applying knowledge in familiar related contexts, including a range of enquiries</p>
	<p>Key Learning: Ask people questions and use secondary sources to find out about the life cycles of some animals Observe animals growing over a period of time e.g. chicks, caterpillars, a baby Ask questions of a parent about how they look after their baby Ask pet owners questions about how they look after their pet Explore the effect of exercise on their bodies Classify food in a range of ways, including using the Eatwell guide Investigate washing hands, using glitter gel</p> <p>Possible evidence: Can describe, including using diagrams, the life cycle of some animals, including humans, and their growth to adults e.g. by creating a life cycle book for a younger child Can measure/observe how animals, including humans, grow. Show what they know about looking after a baby/animal by creating a parenting/pet owners' guide Explain how development and health might be affected by differing conditions and needs being met/not met.</p>
	<p style="text-align: center;"><u>Plants</u></p> <p>N.C.2.10 Observe and describe how seeds and bulbs grow into mature plants</p> <p>N.C.2.11 Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>

	Assessment guidance: Shows understanding of a concept using scientific vocabulary correctly	
	<p>Key Learning: Plants may grow from either seeds or bulbs. These then germinate and grow into seedlings which then continue to grow into mature plants. These mature plants may have flowers which then develop into seeds, berries, fruits etc. Seeds and bulbs need to be planted outside at particular times of the year and they will germinate and grow at different rates. Some plants are better suited to growing in full sun and some grow better in partial or full shade. Plants also need different amounts of water and space to grow well and stay healthy.</p>	<p>Possible evidence: Can describe how plants that they have grown from seeds and bulbs have developed over time Can identify plants that grew well in different conditions</p>
	<p>Key vocabulary: As for year 1 plus - light, shade, sun, warm, cool, water, grow, healthy</p> <p>Cornerstones Investigations for this area of study. For these investigations you need to use the Tasc wheel; However, ensure you are covering all NC objectives.</p> <p>What's on your wellies? (N.C. 2:10)</p> <p>How does grass grow? (N.C. 2:11)</p>	
	Assessment guidance: Shows understanding of a concept using scientific vocabulary correctly	
	<p>Key Learning: Make close observations of seeds and bulbs Classify seeds and bulbs Research and plan when and how to plant a range of seeds and bulbs Look after the plants as they grow – weeding, thinning, watering etc. Make close observations and measurements of their plants growing from seeds and bulbs Make comparisons between plants as they grow</p>	<p>Possible evidence: Can spot similarities and difference between bulbs and seeds Can nurture seeds and bulbs into mature plants identifying the different requirements of different plants</p>