

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Who lives in a house like this?	Muck, Mess and mixture	Strike up the band	Watch it grow	Treasure Island	Bounce
<p>Use of everyday materials</p> <p>The children will:</p> <ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials. <p>Living things and their habitats</p> <p>The children will:</p> <ul style="list-style-type: none"> • identify and name a variety of plants and animals in their habitats, including microhabitats 	<p>Use of everyday materials</p> <p>The children will:</p> <ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials. • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>Use of everyday materials</p> <p>The children will:</p> <ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials. <p>Living things and their habitats</p> <p>The children will:</p> <ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead, and things that have never been alive 	<p>Plants</p> <p>The children will:</p> <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. <p>Living things and their habitats</p> <p>The children will:</p> <ul style="list-style-type: none"> • identify and name a variety of plants and animals in their habitats, including microhabitats 	<p>Living things and their habitats</p> <p>The children will:</p> <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. 	<p>Animals, including humans</p> <p>The children will:</p> <ul style="list-style-type: none"> • 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. <p>Use of everyday materials</p> <p>The children will:</p> <ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials.

Pupils will be taught to use the following skills when carrying out investigations:

Asking simple questions and recognising that they can be answered in different ways

- Ask questions about how and why things change
- Ask questions about how and why things are similar or different
- Ask questions about how things are and the way they work
- Ask questions to find out what people do and how things work
- Ask questions about why and how things are linked

Observe closely, using simple equipment and measurement

- Use non-standard units and simple equipment to record changes
- Sequence the changes

Performing simple tests

- Use non-standard units and simple equipment to record data
- Suggest ways in which a test can be carried out
- Suggest ways in which to record tests
- Understand why a test should be fair

Identify and classifying

- Decide what to observe to identify or sort things
- Sort objects by observable and behavioural features

Using their observations and ideas to suggest answers to questions

- Use my records to help sort or identify other things
- Talk about whether the information source was useful

Gathering, recording and communicating data and findings to help in answering questions

- Use simple books and electronic media to find things out
- Begin to use scientific language to talk about what you have found out
- Record in words or pictures or in simple prepared formats such as tables and / or charts
- Record in words or pictures or in simple prepared formats such as tables, tally charts and maps

Use scientific language and read and spell age appropriate scientific vocabulary

- Begin to use scientific language to talk about how things are similar or different
- Use vocabulary related to the topic

Begin to notice patterns and relationships.

- Use non-standard units and simple equipment to record events that might be related
- Begin to use scientific language to talk about patterns
- Talk about whether the pattern was as expected

