

		EYFS	Year 1	Year 2
Working Scientifically	PLAN Ask questions, make predictions, decide on the method and equipment	❖ listen attentively and respond to what they hear with relevant questions		❖ ask simple questions and recognise that they can be answered in different ways
	DO Carry out an enquiry using equipment	<ul style="list-style-type: none"> ❖ show an ability to follow instructions involving several ideas or actions be confident to try new activities ❖ use a range of small tools ❖ safely use and explore a variety of materials, tools and techniques 		<ul style="list-style-type: none"> ❖ observe closely, using simple equipment ❖ perform simple tests ❖ identify and classify
	RECORD Use drawings, tables or graphs to note observations and measurements	❖ explore the natural world around them, making observations and drawing pictures of animals and plants		❖ gather and record data to help in answering questions
	REVIEW Interpret, communicate and evaluate results	<ul style="list-style-type: none"> ❖ participate in discussions, offering their own ideas, using recently introduced vocabulary ❖ offer explanations for why things might happen... ❖ express their ideas and feelings about their experiences ❖ know some similarities and differences... drawing on their experiences 		❖ use their observations and ideas to suggest answers to questions

	EYFS	Year 1	Year 2
		Animals including humans	Using everyday materials
Autumn Term	<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter 	<p style="text-align: center;">Super Heroes</p> <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 	<p style="text-align: center;">World of Inventions & Fire!</p> <ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching
		Everyday materials	
			<p style="text-align: center;">Toys</p> <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

	EYFS	Year 1	Year 2
		Animals including humans	Living things and their habitats
Spring Term	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used Make use of props and materials when role playing characters in narratives and stories 	<p style="text-align: center;">Dragons</p> <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) 	<p style="text-align: center;">Dinosaurs</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 basic needs of different kinds of animals/plants, and how they depend on each other find out about and describe the basic needs of animals, including humans, for survival (water, food and air) 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>Recap: carnivores, herbivores and omnivores.</p> <p>Fish, amphibians, reptiles, birds and mammals</p>
		Seasonal changes	
			<p style="text-align: center;">Terrific Tales</p> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies

	EYFS	Year 1	Year 2
		Plants	Living things and their habitats
Summer Term		<p style="text-align: center;">Growing</p> <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 • 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 style="text-align: center;">Home and Away</p> <ul style="list-style-type: none"> • identify and name a variety of plants and animals in their habitats, including micro-habitats
			Animals including humans
			<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