

<u>Reception</u>	<u>Year One</u>	<u>Year Two</u>	<u>End of Key Stage Expectations</u>
<p><u>Communication and Language</u> Learn new vocabulary. Ask questions to find out more and to check what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Use new vocabulary in different contexts.</p> <p><u>Personal social and emotional development</u></p>	<p><u>Y1 Everyday Materials</u> 1. distinguish between an object and the material from which it is made 2. identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock 3. describe the simple physical properties of a variety of everyday materials 4. compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p><u>Y1 Plants</u> 1. identify and name a variety of common wild and garden plants, including deciduous and evergreen trees 2. identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p><u>Y2 Animals, including humans</u> 1. notice that animals, including humans, have offspring which grow into adults 2. find out about and describe the basic needs of animals, including humans, for survival (water, food and air) 3. describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p><u>Y2 Living things and their habitats</u> 1. explore and compare the differences between things that are living, dead, and things that have never been alive 2. identify that most living things live in habitats to which they are suited and describe how</p>	<p><u>Working scientifically</u> The pupil can, using appropriate scientific language from the national curriculum: • ask their own questions about what they notice • use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions: ♣ observing changes over time ♣ noticing patterns ♣ grouping and classifying things ♣ carrying out simple comparative tests ♣ finding things out using secondary sources of information • communicate their ideas, what they do and what they find out in a variety of ways.</p> <p><u>Science content</u></p>

<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian <p><u>Understanding the world</u></p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel while they are outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the</p>	<p><u>Y1 Seasonal Change</u></p> <ol style="list-style-type: none"> 1. observe changes across the four seasons 2. observe and describe weather associated with the seasons and how day length varies <p><u>Y1 Animals, including humans</u></p> <ol style="list-style-type: none"> 1. identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals 2. identify and name a variety of common animals that are carnivores, herbivores and omnivores 3. describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) 4. 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>different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <ol style="list-style-type: none"> 3. identify and name a variety of plants and animals in their habitats, including micro-habitats 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><u>Y2 Plants</u></p> <ol style="list-style-type: none"> 1. observe and describe how seeds and bulbs grow into mature plants 2. find out and describe how plants need water, light and a suitable temperature to grow and stay healthy <p><u>Y2 Uses of everyday materials</u></p> <ol style="list-style-type: none"> 1. identify and compare the suitability of a variety of 	<p>The pupil can:</p> <ul style="list-style-type: none"> • name and locate parts of the human body, including those related to the senses [year 1], and describe the importance of exercise, a balanced diet and hygiene for humans [year 2] • describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults [year 2] • describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants [year 2] • identify whether things are alive, dead or have never lived [year 2] • describe and compare the observable features of animals from a range of groups [year 1] • group animals according to what they eat [year 1], describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships [year 2]
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<p>natural world around them.</p> <p><u>ELG</u> <u>Communication and Language - Listening, Attention and Understanding</u> • Make comments about what they have heard and ask questions to clarify their understanding. <u>Personal, Social and Emotional Development - Managing Self</u> • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <u>Understanding the World - The Natural World</u></p>	<p><u>Working scientifically</u> Ask simple questions and understand that they can be answered in different ways. Observe closely, using simple equipment (like magnifying glasses). Perform simple tests (to find things out). Identify and classify (sort) living and non- living things. Use my observations and ideas to suggest answers to questions. Gather and record data (information) to help in answering questions.</p>	<p>everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses 2. find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p><u>Working scientifically</u> Ask simple questions and understand that they can be answered in different ways. Observe closely, using simple equipment (like magnifying glasses). Perform simple tests (to find things out). Identify and classify (sort) living and non- living things.</p>	<p>describe seasonal changes [year 1] • name different plants and animals and describe how they are suited to different habitats [year 2] • distinguish objects from materials, describe their properties, identify and group</p>
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- 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.

Use my observations and ideas to suggest answers to questions.

Gather and record data (information) to help in answering questions.