	Term 1:1	Term 1:2	Term 2:1	Term 2:2	Term 3:1	Term 3:2
Year One Topics	**Paws, Claws and Whiskers** Why do tigers have sharp teeth?	**Superheroes** Why do people wear a poppy?	**Memory Box** Why is Frank Hornby famous?	**Street Detectives** Why is Tuebrook called Tuebrook?	**Africa Oye!** Can you grow tangerines in Liverpool?	**Splendid Skies** Why are the Wright brothers famous?
Year One Science NC Coverage	**Science: Animals including Humans** 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)	**Science: Animals including Humans** Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	**Science: Everyday Materials** 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	**Science: Everyday Materials** 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	**Science: Plants** 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	**Science: Seasonal Changes** Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.
Core Tasks for Assessment examples	**Pre Assessment:** match the picture to the animal group name. **Post Assessment:** Charlie has sorted the animals into the correct group. Is he correct? Explain your answer.	**Pre Assessment:** label the basic parts of the human body. **Post Assessment:** Revisit pre assessment and match the body part to the correct sense.	**Pre Assessment:** Share four real life items with the children. They have to record the name of the object and record the material it is made from. **Post Assessment:** Jenny has sorted some materials. How has she sorted them? Can you think of another object that could go in this group?		**Pre Assessment:** label a flower and a tree. **Post Assessment:** Tom is looking at two trees. One has leaves and one does not. Can you explain why this is?	**Pre Assessment:** Look at the images and decide what season they are from. **Post Assessment:** Handa has never been to England. Can you tell her some things that happen during each season like the weather.
Non Statutory Guidance	-Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. -Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets. Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.		-Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent. -Pupils should explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil.		They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches and stem).	Pupils should observe and talk about changes in the weather and the seasons. Note: pupils should be warned that it is not safe to look directly at the sun, even when wearing dark glasses.
Pupils might work scientifically by:	Using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different		Performing simple tests to explore questions, for example: 'What is the best material for an umbrella? … for lining a dog basket? … for curtains? … for a bookshelf? … for a gymnast's leotard?'		Observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants	Making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.

	textures, sounds and smells.				including trees. Pupils might keep records of how plants have changed over time, for example, the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.	
2017-2018	**Term 1:1**	**Term 1:2**	**Term 2:1**	**Term 2:2**	**Term 3:1**	**Term 3:2**
Year Two Topics	**Scrumdiddlyumptious** Why can't I have chocolate for breakfast?	**Fire, Fire!** Why are houses made from brick?	**At Home and Further Away.** Why are the Beatles famous?	**Extreme Earth** Why are polar bears white?	**Wonderful Woodland** Why are squirrels suited to a woodland?	**Changes** Why do frogs eat butterflies?
Year Two Science NC Coverage	**Animals including Humans** 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	**Everyday Materials** 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	**Living Things and their habitats (Microhabitats and habitats far away)** explore and compare the differences between things that are living, dead, and things that have never been alive identify and name a variety of plants and animals in their habitats, including microhabitats 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,	**Plants** 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	**Living Things and their habitats (woodland and seaside habitats)** explore and compare the differences between things that are living, dead, and things that have never been alive identify and name a variety of plants and animals in their habitats, including microhabitats 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	**Animals including Humans** notice that animals, including humans, have offspring which grow into adults **Living Things and their habitats** 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
Core Tasks for Assessment examples	**Pre Assessment:** All animals need … children to list or write about key requirements. **Post Assessment:** Revisit pre assessment using a spider diagram.	**Pre Assessment:** odd one out. Children to label three items, the material they are made from and explain which they think is the odd one out and why. **Post Assessment:** Which material is most suitable for a spoon? While Mrs White was shopping, her bag ripped. Why might this have happened?	**Pre Assessment:** Use the labels to label the three groups – living, dead, never been alive. **Post Assessment:** Look at the habitats – label them and identify something living, dead and never been alive. How does the habitat provide for animals and plants?	**Pre Assessment:** Order these pictures to show how plants grow. odd one out – rabbit, sun, plant **Post Assessment:** Anna and her friend Ben both bought a plant. Look at the plants now. Why might Anna's plant have died?	**Pre Assessment:** Spot the mistake Look at three pictures of owls. Label the pictures with living, once lived, never lived and explain reasoning. **Post Assessment:** Tom wants to keep a red squirrel as a pet in his home. Is this fair? Explain.	**Pre Assessment:** Look at the pictures – how are they connected? leaf – caterpillar - bird **Post Assessment:** Is this food chain correct? Explain Is the butterfly life cycle correct? Explain

Non Statutory Guidance	Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals.	Pupils should identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass). They should think about the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual and creative uses for everyday materials. Pupils might find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam.	Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things. Pupils should be introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'microhabitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter). They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals. Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest.	Pupils should use the local environment throughout the year to observe how plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as the processes of reproduction and growth in plants. Note: seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them	Pupils should be introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'microhabitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter). They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals. Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest.	They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, **caterpillar, pupa, butterfly**; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager and adult.
Pupils might work scientifically by:	Observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.	Comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording	Sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions like: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their	Observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay	Sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions like: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. They could describe the conditions in different habitats and microhabitats (under log,	Observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions. They could construct a simple food chain that includes humans (e.g.,

		their observations.	questions. They could describe the conditions in different habitats and microhabitats (under log, on stony path, under bushes); and find out how the conditions affect the number and type(s) of plants and animals that live there.	healthy.	on stony path, under bushes); and find out how the conditions affect the number and type(s) of plants and animals that live there.	grass, cow, human).