Science Content Coverage EYFS to Year 2

Little Treasures Science	Term 1:1	Term 1:2	Term2:1	Term 2:2	Term 3:1	Term3:2
Topics	**All About Me**	**All About Autumn**	**All About Winter**	**All About Spring**	**All About Pets**	**All About Summer**
DFE Development Matters Birth to Three	Repeat actions that have an effect. Explore materials with different properties. Explore natural materials indoors and outdoors. Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. Notice differences between people.	Repeat actions that have an effect. Explore materials with different properties. Explore natural materials indoors and outdoors. Explore and respond to different natural phenomena in their setting and on trips.	Repeat actions that have an effect. Explore materials with different properties. Explore natural materials indoors and outdoors. Explore and respond to different natural phenomena in their setting and on trips.	Repeat actions that have an effect. Explore materials with different properties. Explore natural materials indoors and outdoors. Explore and respond to different natural phenomena in their setting and on trips.	Repeat actions that have an effect. Explore materials with different properties. Explore natural materials indoors and outdoors. Explore and respond to different natural phenomena in their setting and on trips. .	Repeat actions that have an effect. Explore materials with different properties. Explore natural materials indoors and outdoors. Explore and respond to different natural phenomena in their setting and on trips. Explore an opposites nature hunt. To find living/ non-living; rough/smooth; hard/soft; heavy/light; high/low.
Science	Learning body parts and the five senses.	Seasonal Changes - Autumn	Seasonal Changes – Winter	Seasonal Changes - Spring	Materials	Seasonal Changes - Summer

Exploring and Observing	Draw around a child and identify the different parts of the body. Observe the parts of the face using a mirror. Observe the parts of the body in a large mirror. Printing using hands and feet Explore treasure baskets to investigate textures, sounds, smells and tastes. Explore the five senses using messy play to identify the sense of touch; sensory playdough using essence; sight using the light box to look at objects; sound using sound boxes with different objects in that make a sound; taste using cooking activities and tasting what they have made.	Observe signs of Autumn on an Autumn Hunt/walk. Collect leaves, twigs, pine cones, sycamore seeds and sort them. Collect different coloured leaves and sort them. Leaf rubbings and observe different shape and size of leaves. Use magnifiers to make observations of the items found on an Autumn Walk. Use the sense of touch to feel if the objects they have found are smooth or bumpy. Find out about animals such as squirrels and hedgehogs who need prepare to hibernate over the Winter. Look for living things in their outdoor environment. Modelling the careful handling of creates for example a worm and helping them to return it to the dug-up soil.	Observe signs of Winter on a Winter walk/hunt. Explore the types of clothes to wear in winter. Observe the empty branches on trees. Observe what happens to water when it is left outside in the Winter. Make ice catchers and then observe the ice melting. Look for icicles and frost in the outdoor area. Explore ice melting. Polar animals sensory play using penguins, polar bears and ice. Find out about animals that like the Winter and cold temperatures. Look for living things in their outdoor environment. Modelling the careful handling of creates for example a worm and helping them	Observe signs of Spring on a Spring walk/hunt. Observe different types of seeds and use for planting. Grow cress heads. Sort different parts of a flower into leaves, stem, flowers Explore food colour and celery/ flowers. To change their colour. Look after the plants/seeds they have planted. What do they need to do to care for them. Explore wind with kites. Look for living things in their outdoor environment. Modelling the careful handling of creates for example a worm and helping them to return it to the dug-up soil.	Explore treasure baskets to investigate textures. Explore different textures with fingers, feet and whole body using for example wet and dry sand, water, paint, and playdough. Explore natural materials found in the outdoor environment and collect them, for example, leaves, conkers, and bring them into the setting.	Observe signs of Summer on a Summer walk/hunt. Observe how the trees have changed. Explore the types of clothes to wear in summer. Explore hot and cold. Explore animals that like to be in warm climates. Look for living things in their outdoor environment. Modelling the careful handling of creates for example a worm and helping them to return it to the dug-up soil.

			to return it to the dug-up soil.			
Vocabulary	Body parts – head, legs, arm, toes, fingers, teeth, tongue, nose, face, ears, eyes, hair, mouth, lips, feet, foot, hair, hand, stomach, senses, smell, taste, touch, hear, see.	Autumn, season, colours, red, yellow, green, orange, leaves, pine cones, conkers, sycamore seeds, hibernate, squirrel, hedgehog.	Winter, cold, freezing, icicles, frost, icy, polar bears, penguins.	Spring, seeds, plants, grow, leaves, stem, flower, sunlight, water, living things, worms, ladybirds, ants, spiders.	Materials, wet, dry, soft, hard, bendy, solid, rough, smooth, leaves, twigs, bark.	Summer, season, hot, warm, cold, sun, sunny, growth, trees, flowers, plants, worms, woodlice, ants, spiders, ladybirds.
IT	Mini Mash – The Hospital	Mini Mash – The Garden Centre Purple Mash EYFS – Seasons	Purple Mash EYFS – Seasons	Mini Mash – The Garden Centre Purple Mash eyfs – Seasons	Mini Mash – The Garden Centre Purple Mash eyfs – Seasons	Mini Mash – The Garden Centre Purple Mash eyfs – Seasons
Books	Eyes, Nose, Fingers, Toes by Judy Hindley Toes, Ears and Nose by Marion Dane Bauer Body play tabs By Stephanie Babin My First Body by DK Usborne Very First Words My Body Ladybird Magic Window: My Body Where is Baby's Belly Button? By Karen Katz Eyes, Nose, Toes Peekaboo	Autumn by Gerda Muller Millie-Mae in Autumn by Natalie Marshall Autumn by Ailie Bushy 123 A walk in the Countryside by Rosalind Beardshaw Let's look at Autumn by Sarah L Schuette	Polar Bear, Polar Bear, What Do You Hear by Bill Martin, Jr Winter by Gerda Muller Let's look at Winter by Sarah L Schuette	Spring by Gerda Muller Let's look at Spring by Sarah L Schuette Growing a Rainbow by Lois Ehlert	Baby's Very First Lift the Flap Playbook by Fiona Watt Touch Book by Thomas Elliott Touch and Feel Word Book by Xavier Deneux	Summer by Gerda Muller Let's look at Summer by Sarah L Schuette

	by DK Anatomy for Babies by Jonathan Litton and Thomas Elliott Baby Loves Science The Five Senses (sight, smell, hearing, touch, taste) by Ruth Spiro					
Rhymes and songs	Two Little Eyes Where is Thumbkin If your happy and you know it Hello Hello What can I see? 5 Senses	Autumn Song 5 Little Pumpkins Autumn Leaves are Falling Down	The mittens on my hands I'm a Little Snowman Fun in the Snow Winter clothing song	Springtime Spring is here Daffodils Fingers Action Song	Sense of touch song Textures song	I love summertime Fun Summer Summer song

Nursery Science	Term 1:1	Term 1:2	Term2:1	Term 2:2	Term 3:1	Term3:2
Topics	**Let's Explore (Me/Nursery/ Colours)**	**Family Time (Home/Size/ Celebrations)**	**Food Glorious Food (Food/ Textures/ Shapes)**	**What shall I wear today? (Clothes/ Pattern/ People who help us)**	**Down on the Farm (Animals/ Transport)**	**Opposites Attract (Prepositions/ Opposites)**
DFE Development Matters 3 and 4 Year Olds	Use all their senses in hands-on exploration of natural materials. Talk about what they see using a wide vocabulary. Continue developing positive attitudes about the differences between people. Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment and all living things.	Talk about what they see using a wide vocabulary. Explore how things work. Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment and all living things.	Explore collections of materials with similar and or different properties. Talk about the differences between materials and changes they notice. Explore and talk about different forces they can feel. Talk about what they see using a wide vocabulary. Plant seeds and care for growing plants. Explore how thing work. Begin to understand the need to respect and care for the natural environment and all living things.	Explore collections of materials with similar and or different properties. Talk about the differences between materials and changes they notice. Explore and talk about different forces they can feel. Talk about what they see using a wide vocabulary. Plant seeds and care for growing plants. Explore how things work. Begin to understand the need to respect and care for the natural environment and all living things.	Talk about what they see using a wide vocabulary. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.	Talk about what they see using a wide vocabulary. Use all their senses in hands-on exploration of natural materials. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.
Science	The parts of the body and the five senses. Plant Spring Bulbs	Seasonal Changes Seasonal walk (Richie the Ranger)	Materials Changing materials - Cooking/baking	Materials Hot and cold freezing/melting	Animals Farm animals and their babies	Plants Tree, plant, flower. Summer Walk

	Investigation Station	Wind sock Bubbles Streamers Wind chimes Autumn Walk Make Bird Feeders Investigation Station	Winter Walk Chit potatoes Investigation Station	Floating and sinking Spring Walk Sow garlic Plant potatoes, strawberries and onions Investigation Station	Life cycle of chicks Plant beetroot, carrots and tomatoes. Investigation Station	Harvest vegetables and fruit. Investigation Station
Exploring and Observing	Use role play to learn about the body parts by setting up a Doctors area. Children to look after the baby dolls in the Home Corner and provide opportunities for talk about how they have grown and changed since being a baby. Explore faces and recreate their own using natural objects found outside. Explore the 5 senses through sensory play.	Explore and make observations about the different shapes and colour of leaves. Explore the outdoor area to go on an Autumn Hunt to look for different colour leaves and the different types of seeds being blown to the ground. Observe how trees change through the seasons.	Experience cooking and baking activities. Observe the different ingredients being used in each recipe. Observe the similarities and differences between Autumn and Winter. Experience gardening opportunities including planting potatoes.	Explore floating and sinking, making observations on which objects float and which sink. Observe the similarities and differences between Winter and Spring. Experience growing a range of fruit and vegetables. Observe what plants need to growly.	Use the role play area to explore being on a farm. Observe how the seeds and plants they planted earlier in the year are growing. Observe the plant parts they can see on the plants they have grown and harvested. Observe the life cycle of a chick. Explore adult and their young farm animals.	Observe the plant parts they can see on the plants they have grown and harvested. Explore the similarities and differences of trees and flowers. Explore the life cycle of a plant.

Vocabulary	Body parts – head, neck, shoulders, knee, legs, arm, toes, nose, face, ears, eyes, hair, mouth, lips, feet, foot, hair, hand, stomach, grow, older, baby, smell, hear, taste, touch, see.	Spring, Summer, Autumn, Winter, season, day, night, frost, rain, sunshine, snow.	Food, fruit, vegetables, potatoes, grow, mix, cook, bake, heat, hot, cold, warm, hard, soft, sieve, mix, pour.	fabric, shoes, coat, trousers, dress, socks, hat, scarf, Spring, Summer, Autumn, Winter, rain, sun, wind, snow, warm, hot, cold, float, sink.	Farm, farmer, animals, chick, chicken, hatch, incubate, brooding, egg, cows, calf, pig, piglet, horse, foal, duck, duckling, sheep, lamb, dog, pup, cat, kitten.	seed, plant, grow, roots, leaf, stem, water, sunlight, soil, life cycle.
IT	BBC Science What are the seasons? Use the videos and activities to learn about seasons. DLF1.2, DLF1.3 Weather app (iPad2+) Simulate and represent the effects of different weather. DLF1.1, DLF1.2, DLF1.3	BBC Science Materials? Use the videos and activities to learn about materials. DLF1.2, DLF1.3 Purple Mash eyfs – Seasons	Purple Mash eyfs – Seasons	Infant Encyclopedia - Clothes Share information from this website on an interactive board with the pupils. Individuals could be brought to the front to click on certain links with support. Link here DLF1.2, DLF1.3 Purple Mash eyfs – Seasons	Peek-a-Zoo App Allow children to learn about animals, emotions, actions and sounds using this app. DLF1.2, DLF1.3 Nico & Nor Wonder Farm (iPad2+) Pupils can simulate planting seeds and helping them grow by setting sequences of different conditions. DLF1.2, DLF1.3 Purple Mash eyfs – Baby Animals	Purple Mash eyfs – Seasons
Books	My First Body by DK My Little World My Body by Roger Priddy Body Parts by Kropka Publishing My Body Parts for Kids Look Out! How we use our five senses by Leon Read and Sean Sims	Month by month a year goes round by Carol Diggory Shields Around the Year: a Calendar and Counting Rhyme by Christina Gooding. A Year in Percy's Park by Nick Butterworth What can you see in	Growing vegetable Soup by Lois Ehlert The Tiny Seed by Eric Carle Touch It Material Matters and You by Adrienne Mason Change It Solids, Liquid and Gases by Adrienne Mason	Who Sank the Boat by Pamela Allen Ways Into Science Floating ans Sinking by Peter Riley Hot or Cold by Barbara Webb Melting and Freezing by Lisa Greathouse Why does Ice Melt by Jim Pipe	Cows and their Calves by Margaret Hall Ducks and their Ducklings by Margaret Hall Dogs and their Puppies Linda Tagliaferro Goats by Cari Meister	From Seed to Plant by Allan Fowler How do plants grow by Baby Professor The Acorn and the Oak Tree by The Tiny Seed by Eric Carle Tap the Magic Tree by Christies Matheson

	The Five Senses by Herve Tullet Hearing/ seeing/ smelling/ tasting/ touching (The 5 Senses) by Rebecca Rissman Look! A Book About Sight by Dana Meachen Rau	Winter/ Spring/ Autumn/ Summer by Sian Smith First Facts Seasons by Dorling Kindersley Wind by Alice K Flanagan A Busy Tree by Jennifer Ward	Way Into Science Changing Materials by Peter Riley			
Rhymes and songs	Head Shoulders Knees and Toes I have a Little Body Touch your nose Legs legs legs legs Touch your head I have five senses	What's the Weather Weather Song Windy Days The Seasons Autumn	Five Little Cupcakes Pat a cake Snowflake snowflake Winter animals One Potoatoe Hot Potatoe	Singing Scientist Floating and Singing Song Hot cold wet dry Hot cold Pease Porridge	Jumping up and down on the tractor song Old MacDonald Underground vegetable song 5 Little Chicks	Acorns into Oak Trees song How to make the flowers grow.

Reception Science	Term 1:1	Term 1:2	Term2:1	Term 2:2	Term 3:1	Term3:2
Topic	**Marvellous Me**	**In My Liverpool Home**	**On Safari**	**Once Upon a Time**	**Up, Up and Away**	**Here Comes the Sun**
DFE Development Matters Reception	Exploring the natural world around them	Exploring the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.	Exploring the natural world around them.	Exploring the natural world around them.	Exploring the natural world around them.	Exploring the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.
	Are we all the same?	What is a Liver bird and where would you find one?	Why do zebras have stripes?	Does everyone live happily ever after	Can we ride a bike to Australia?	Why do plants need to grow?
Science	Animals including humans	Seasonal changes	Animals	Materials	Materials	Plants, mini beasts and Frogs
Sorting/ Classifying	Hair, colour, eye colour, height, age	What you need in each season.	Animals –land/sea/air and by features.	Sorting objects by what they are made from.	Packing for a holiday.	Plants , mini beasts

Similarities and Differences	Physical similarities and differences including disabilities. Likes/dislikes.	Clothes, weather through the seasons/ changes to garden.	Wings, size, eat, habitat.	Sorting by properties.	Texture	Plant properties
Observing over time	Human life cycle	How trees change through the seasons.	Looking after an animal- clean, feed, sleep	Change to material over time – make playdough. Let it dry out, add water again.	Would a paper boat float forever?	Plant grows and changes. Life cycle of a frog.
Pattern seeking	Does the tallest person have the biggest feet?	Can pine cones predict the weather?	Do all animals sleep lying down?	Is the biggest tower the heaviest?	Will the thickest material keep the water warm?	Does the biggest fruit have the biggest seeds?
Vocabulary	Body parts – head, neck, shoulders, knee, legs, arm, toes, teeth, tongue, nose, face, ears, eyes, hair, mouth, lips, brain, family, feet, foot, hair, hand, heart, lungs, stomach, similarities, differences, same, change, grow, older, bigger, stronger, taller, height, sort, growing, babies, classify, group, observe, pattern, baby, toddler, teenager, adult, elderly.	Spring, Summer, Autumn, Winter, season, day, sort, classify, observe, pattern, warmer, colder, frost, rain, sunshine, snow, darker, lighter, night	Animal, bird, pet, habitat, wings, farm, safari, zoo, move, tail, camouflage, protect, eat, clean, sort, classify, observe, pattern, extinct, alive, endangered,	Hard, soft, squidgy, wood, plastic, glass, shiny, dull, sort, classify, observe, pattern, see through, clear, transparent	Float, sink, fizz, dissolve, sort, classify, observe, pattern, absorb	Mini-beasts, seed, plant, grow, roots, leaf, stem, water, sunlight, soil, sort, classify, observe, pattern s, frog spawn, tadpoles, frogs, lifecycle
IT	BBC Science Human Body Use the videos and activities to learn about the human body. DLF2.1, DLF2.2 Infant Encyclopedia - Human Body Allow children to explore the topic on computers or	BBC Science What are the seasons? Use the videos and activities to learn about seasons. DLF2.1, DLF2.2 Purple Mash eyfs – Seasons	BBC Science Animals? Use the videos and activities to learn about animals. DLF2.1, DLF2.2 Mini Mash – The Zoo	BBC Science Materials? Use the videos and activities to learn about materials. DLF2.1, DLF2.2 Mini Mash – The Recycling Centre	BBC Science Materials? Use the videos and activities to learn about materials. DLF2.1, DLF2.2	BBC Science Materials? Use the videos and activities to learn about materials. DLF2.1, DLF2.2 Infant Encyclopedia - Plants Allow children to explore the topic on

	iPads by using a QR code or web link. Link here DLF2.1, DLF2.2 Purple Mash eyfs – Growing					Weather forecast Create a model of a weather forecast for different locations. Build your weather forecast DLF2.1, DLF2.4 Purple Mash eyfs - minibeasts
Books	Wonderful Me by Hadley Jones The Human Body: A First Discovery Book Brilliant Body by Naray Noon My First Body Book by Matthew Odham First Explorers My Body by Rebeca Jones All kinds of People National Geographic Kids My Five Senses by Aliki Look, Listen, Taste, Touch and Smell by Pamela H Nettleton My Big Book of the Five Senses by Patrick George The Body Book by Hannah Alice	Tree: Seasons come and seasons go by Patricia Hegarty One Year With Kipper by Mike Inkpen A Stroll Through the Seasons by Kay Barnham and Maddie Frost Watching the Seasons by Edana Eckart The Reason for Seasons by Gail Gibbons Red Leaf Yellow Leaf by Lois Ehlert A Log's Life by Wendy Pfeffer	Elephants and their Calves by Margaret Hall Tigers and their Cubs by Margaret Hal African Animals Facts for Kids by Deborah Bradley Safari - National Geographic Kids Roar – National Geographical Kids Safari Readers (series of different animals)– Wildlife books for kids by Tristan Walters	Everyday Materials by Peter Riley Materials Go Facts Physical Science by Ian Rohr Project Science Materials by Sally Hewitt Glass/ wood/ wool/ plastic/ paper - Exploring the Science of Everyday Materials by Nicola Edwards First Science Library Super Materials by Wendy Madgwick	Floating and Sinking by Amy Hansen Things that Float and Things that Don't by David A Adler Does It Float or Sink? By Susan Hughes The Great Paper Caper by Oliver Jeffers	Learn about Ladybirds/ Bees by Goss Castle My Little Green World Honeybee/ Ladybird by Campbell Books and Theresa Bellon Lifecycles 'tadpole to Frog Camilla de la Bedoyere In the Small Pond by Denise Fleming Bumble Bees by Fran Howard Butterflies by Fran Howard Spiders and Webs by Linda Tagliaferro Flowers/ Leaves/ Roots/ Seeds (Plant Parts) by Vijaya Khisty Bodach

						This is a Sunflower by Lola Schaefer Seasons: What I See in Summer by Danielle J Jacks
Rhymes and songs	Parts of the body All About Me Eyes, Ears, Nose and Mouth Here are my ears Head and Shoulders My Body Song Hands on Shoulders Senses song to the tune of Bingo My Senses	Autumn Time Leaves are falling Come Little Leaves Autumn Days The Leaves on the Trees	ABC Animal Safari African Animals What Will I See? If You're an Elephant and You Know It	Everyday Materials Songs Materials Song Properties of Materials Song	Float or sink song	Frog song Lifecycle of a frog song Little Tadpole Big bugs small bugs Lots of Mini beasts 5 Little Woodlice

Lister Infant School and Nursery

Respect for All. Learners for Life

	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 textures, sounds and smells.		Performing simple tests to explore questions, for example: 'What is the best material for an umbrella?		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 including trees. Pupils might keep	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.

					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.	
	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 their observations.	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	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 healthy.	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, on stony path, under bushes); and find	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.,

			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.		out how the conditions affect the number and type(s) of plants and animals that live there.	grass, cow, human).