

Science

Throughout the year the children will cover a variety of aspects of the science curriculum to ensure all children:

- develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
- develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

Autumn 1 & 2	<p>Everyday materials</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.
Spring 1	<p>Seasonal Changes</p> <ul style="list-style-type: none"> ▪ Changes in the seasons ▪ Observing different weather ▪ Investigate different weather – key words ▪ Weather records. observe changes across the four seasons ▪ observe and describe weather associated with the seasons and how day length varies.
Spring 2	<p>Plants</p> <ul style="list-style-type: none"> ▪ identify and name a variety of common wild and garden plants, including deciduous and evergreen trees <p>observe and describe how seeds and bulbs grow into mature plants</p>
Summer 1	<p>Plants – names of plants, plant labels, things plants need to grow.</p> <ul style="list-style-type: none"> ▪ 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
Summer 2	<p>Living things in their habitats</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 micro-habitats

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| | <ul style="list-style-type: none">▪ 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. |
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