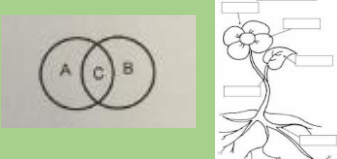
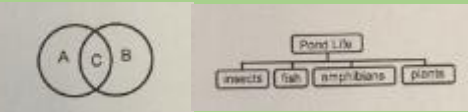
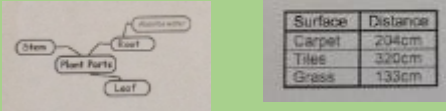
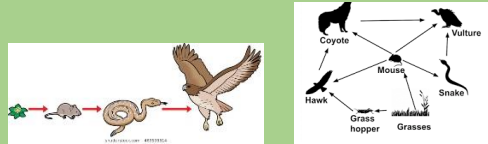
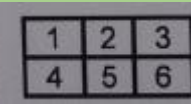

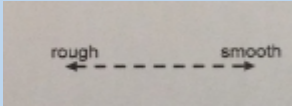



BIOLOGY	Y1		Y2							
	PLANTS	<ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul>	<ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>							
		<p><u>Identifying and Classifying</u> Begins to choose appropriate equipment e.g. hand lenses to use to make observations. Makes relevant observations in familiar contexts, using drawings and labels to present evidence. With support take some non-standard measurements.</p> 	<p><u>Investigating models</u> Children investigate a question e.g. Plants will not grow without sunlight. True or False? <u>Observing changes over time</u> Chooses appropriate equipment, e.g. hand lenses or rulers, from a selection. Makes relevant observations. Begins to use basic equipment for measuring length, in standard units. Record their work to show changes in plant growth. Reviews their work and recognises some of the difficulties encountered. With support, suggests how these might have been avoided. Present as a simple table</p> <table border="1" data-bbox="1294 651 1462 746"> <tr><td>Surface</td><td>Distance</td></tr> <tr><td>Carpet</td><td>204cm</td></tr> <tr><td>Tile</td><td>320cm</td></tr> <tr><td>Grass</td><td>133cm</td></tr> </table>	Surface	Distance	Carpet	204cm	Tile	320cm	Grass
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ANIMALS, INCLUDING HUMANS	<ul style="list-style-type: none"> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>	<ul style="list-style-type: none"> <li>notice that animals including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>describe the importance for humans to exercise, eating the right amounts of different types of food, and hygiene</li> </ul>								
	<p><u>Investigating Models</u> Children investigate question e.g. Does a lion lay eggs? <u>Identifying and Classifying</u> Makes relevant observations in familiar contexts / finding out information using secondary sources.</p>  <p>With support, draws simple tables or diagrams, including ICT forms e.g. Venn diagrams and simple tree diagrams <u>Making things and developing systems</u> Children create 'impossible animals' e.g. animal with features of reptiles and mammals, and explain why it is impossible</p>	<p><u>Research</u> Makes relevant observations / finding out information using secondary sources. Asking questions e.g. what do animals need to stay alive? And suggesting ways to answer these questions</p>  <p>Presenting information in simple tables, charts or diagrams, e.g. using Venn diagrams and mind maps</p> <table border="1" data-bbox="1547 1121 1720 1209"> <tr><td>Surface</td><td>Distance</td></tr> <tr><td>Carpet</td><td>204cm</td></tr> <tr><td>Tile</td><td>320cm</td></tr> <tr><td>Grass</td><td>133cm</td></tr> </table>	Surface	Distance	Carpet	204cm	Tile	320cm	Grass	133cm
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LIVING THINGS AND THEIR HABITATS		<ul style="list-style-type: none"> <li>• explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• 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</li> <li>• identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>• 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</li> </ul>
		<p><u>Investigating Models</u> Children investigate a question e.g. is a flame alive?</p> <p><u>Identification and Classification</u> Makes relevant observations in their local environment.</p>  <p>Uses drawings and labels to present evidence.</p> <p>Know how to sort and classify by present data using tree diagrams and simple flow webs and chains</p>
SEASONAL CHANGES	<ul style="list-style-type: none"> <li>• observe changes across the 4 seasons</li> <li>• observe and describe weather associated with the seasons and how day length varies</li> </ul>	<ul style="list-style-type: none"> <li>• observe changes across the 4 seasons</li> <li>• observe and describe weather associated with the seasons and how day length varies</li> </ul>
	<p><u>Naturally occurring patterns and relationships</u> Makes relevant observations in familiar contexts</p> <p>With support, recognises the links between cause and effect in simple, familiar situations.</p>  <p>Present as a storyboard (4 sessions per year)</p>	<p><u>Naturally occurring patterns and relationships</u> Makes relevant observations.</p> <p>Recognises the link between cause and effect in simple, familiar situations.</p>  <p>Present as a storyboard (4 sessions per year)</p>

CHEMISTRY	MATERIALS	Y1	Y2																																																																								
		<ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul> <p><u>Simple Fair Testing (children do not need to know term fair test until LKS2)</u>  <b>Recognises the differences between a statement and a question. Decides which questions can be answered practically and which cannot.</b>          Describes simple observations of an object or objects or of an event and with support, makes a simple comparison.          Reviews their work and with support, recognises some of the difficulties encountered.</p> <div style="display: flex; justify-content: space-around;">   </div>	<ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul> <p><u>Simple Fair Testing (children do not need to know term fair test until LKS2)</u>  <b>With support, suggests own relevant questions that they might investigate. Decides which questions could be answered practically and which cannot.</b>          Describes what has happened, making comparisons where appropriate. With support, sequences results, e.g. most appropriate material for a task to the least, strongest material to the weakest, etc.</p> <p><u>Making things and developing systems</u>          Children use results from their simple tests to create a model e.g. waterproof jacket for a teddy bear.</p> <div style="display: flex; justify-content: space-around;"> <table border="1" data-bbox="1294 820 1738 1145"> <thead> <tr> <th>Object</th> <th>Material</th> <th>Bend</th> <th>Twist</th> <th>Stretch</th> <th>Squash</th> </tr> </thead> <tbody> <tr><td>Foil</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Blue Tac</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Wooden Stick</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Straw</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Playdough</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Plastic Dog</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Ruler</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Sponge</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Felt</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <table border="1" data-bbox="1760 842 1995 1145"> <thead> <tr> <th>Materials</th> <th>Order</th> </tr> </thead> <tbody> <tr><td>Wood</td><td>1.</td></tr> <tr><td>Glass</td><td>2.</td></tr> <tr><td>Fabric</td><td>3.</td></tr> <tr><td>Plastic</td><td>4.</td></tr> <tr><td>Rubber</td><td>5.</td></tr> <tr><td>Sponge</td><td>6.</td></tr> </tbody> </table> </div>	Object	Material	Bend	Twist	Stretch	Squash	Foil						Blue Tac						Wooden Stick						Straw						Playdough						Plastic Dog						Ruler						Sponge						Felt						Materials	Order	Wood	1.	Glass	2.	Fabric	3.	Plastic	4.	Rubber	5.
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