**Science LTP – Cycle A Year 1 and 2**

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| **Autumn 1**  **Materials** | **Autumn 2**  **Humans** | **Spring Term**  **Animals in cold places**  **(penguins and polar bears!)** | **Spring Term**  **Animals in our pond habitat** | **Summer 1**  **plants** | **Summer 2** |
| 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.  Context: 3 little pigs – materials for houses plus cloak for Red Riding Hood investigation | * Humans have key parts in common, but these vary from person to person. * Humans find out about the world using their senses. * Humans have five senses – sight, touch, taste, hearing and smelling. These senses are linked to particular parts of the body * • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | * Identify and name a variety of common animals (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 (birds and mammals)  • 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  • 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 | Explore and compare the differences between things that are living, dead, and things that have never been alive (brief- more in Cycle B)  • Identify and name a variety of animals in their habitats, including micro-habitats   * Identify and name a variety of common animals (fish/ amphibians/ reptiles) * • 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)   * **Lifecycle**- frog and newt | * 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. | 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 LTP – Cycle B Year 1 and 2**

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| **Autumn 1 Materials** | **Autumn 2**  **Working scientifically:** | **Spring 1**  **Woodland habitats** | **Spring 2  microhabitats- woodlands** | **Summer 1**  **Lifecycles**  **(mammals and birds)** | **Summer 2**  **Animals in hot places** |
| 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.  **Look specifically at materials which are transparent/ opaque/ reflect plus playing with light and shadows and mirrors** | • **focus on questions**  Bring in different stimulus object each week  Eg fossil/ skull/ whale vertebrae/ onion/ fungus/ ?crisps or foodstuff  Children generate questions- model first couple of times if necessary  Model how to answer questions- taking measurements/ researching using books/ internet etc.  Opportunity to also use close observation to make scientific drawings plus opportunity to gather data and present it in different ways (who likes..) | 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. | **• Explore and compare the differences between things that are living, dead, and things that have never been alive ( trees/ deadwood/ rocks)**  • 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  • 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 | Notice that animals, including humans, have offspring which grow into adults.  • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).  Lifecycle- look at chicks | * Identify and name a variety of common animals (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 (birds and mammals)  • 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  • 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 |

Y1 objectives about seasons- addressed through Forest School sessions and adopting a tree (birch or willow)