



Year Group						
<p>EYFS</p>	<p>ELG: Understanding the World – The world</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>ELG: Communication – Understanding</p> <p>Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p>	<p>Characteristics of effective learning:</p> <p>Finding out and exploring:</p> <p>Showing curiosity about objects, events and people</p> <p>Using senses to explore the world around them</p> <p>Engaging in open-ended activity</p> <p>Showing particular interests</p>	<p>Characteristics of effective learning:</p> <p>Having their own ideas:</p> <p>Thinking of ideas</p> <p>Finding ways to solve problems</p> <p>Finding new ways to do things</p>	<p>Characteristics of effective learning:</p> <p>Making links:</p> <p>Making links and noticing patterns in their experience</p> <p>Making predictions</p> <p>Testing their ideas</p> <p>Developing ideas of grouping, sequences, cause and effect</p>	<p>Characteristics of effective learning:</p> <p>Choosing ways to do things:</p> <p>Planning, making decisions about how to approach a task, solve a problem and reach a goal</p> <p>Checking how well their activities are going</p> <p>Changing strategy as needed</p> <p>Reviewing how well the approach worked</p>
	<p>Working Scientifically</p>	<p>Plants</p>	<p>Animals (including humans)</p>	<p>Everyday Materials (Year 1) Uses of Everyday Materials (Year 2)</p>	<p>Seasonal Changes</p>	<p>Living Things and their Habitats</p>
<p>Year 1</p> <p>Working at the Expected Standard</p>	<p>Asking simple questions and recognising that they can be answered in different ways</p> <p>Observing closely, using simple equipment</p> <p>Performing simple tests</p> <p>Identifying and classifying</p> <p>Using their observations and ideas to suggest answers to questions</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Pupils should use the local environment throughout the year to explore and answer questions about</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds</p>	<p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p>	<p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Working Scientifically: Pupils might work scientifically by: making tables and charts about the weather; and</p>	



	<p>Gathering and recording data to help in answering questions.</p>	<p>plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted.</p> <p>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, stem).</p> <p>Working scientifically: 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 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.</p>	<p>and mammals, including pets)</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>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.</p> <p>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.</p> <p>Working scientifically: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how</p>	<p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>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.</p> <p>Working scientifically: performing simple tests to explore questions, for example: 'What is the best material for an umbrella?'</p>	<p>making displays of what happens in the world around them, including day length, as the seasons change.</p>	
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<p>Year 2 Working at the Expected Standard</p>		<p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Pupils should use the local environment throughout the year to observe how different plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants.</p> <p>Note: Seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them.</p> <p>Working scientifically: 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;</p>	<p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>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. 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.</p> <p>The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn,</p>	<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>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</p>		<p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>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</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>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.</p> <p>Working scientifically: Sorting and classifying things according to whether they are living, dead or were never alive, and</p>



		<p>setting up a comparative test to show that plants need light and water to stay healthy.</p>	<p>tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.</p> <p>Working scientifically: 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.</p>	<p>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.</p> <p>Working scientifically: 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.</p>		<p>recording their findings using charts. They should describe how they decided where to place things, exploring questions for</p> <p>example: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions.</p> <p>They could construct a simple food chain that includes humans (e.g. grass, cow, human). They could describe the conditions in different habitats and micro-habitats (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.</p>
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