In the Light of Jesus, we Love, Listen and Grow

Key stage 1 Science planning 2022-2023

Working Scientifically
National curriculum objectives: During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: ♣ asking simple questions and recognising that they can be answered in different ways ♣ observing closely, using simple equipment ♣ performing simple tests ♣ identifying and classifying ♣ using their observations and ideas to suggest answers to questions ♣ gathering and recording data to help in answering questions. These are the scientific enquiry skills which run throughout the Key Stage 1 units of work.

Year 2 (*Lockdown EYFS*)

Animals, including humans	Living things and their habitats
<u>National curriculum objectives:</u> *Pupils should be taught to:* ♣ 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) ♣ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	<u>National curriculum objectives:</u> *Pupils should be taught to:* ♣ 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 microhabitats ♣ 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.
• What is the difference between living and non-living things? *(revision)* • What do animals, including humans, need to survive? • What is a healthy diet? • Why is exercise important for bodies? • How can we help keep our bodies clean? • How do you look after a pet? • How do animals change as they grow? • How do humans change as they grow into adults?	• What is a habitat? • What are the differences between things that are living, dead, and things that have never been alive? • What animals and plants live in the microhabitats in our school grounds? • How are animals and plants adapted to the habitats they live in? • How are plants and animals in a habitat dependent on each other? *These key questions will be revisited throughout the year as habitats change with the seasons.*

Uses of everyday materials	Plants
<u>National curriculum objectives:</u> *Pupils should be taught to:* ♣ 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.	<u>National curriculum objectives:</u> *Pupils should be taught to:* ♣ 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.
• What are some of the materials used in our classroom? • What materials can you find around school? • Are some materials better than others? • How can we change the shape of materials? • Which material shall I use? • Can the same material be used to make different objects? • Which material would make the best tent cover? • Enhancement Activity: Which would be the best material to make a boat?	• What signs of life are there in our school environment? • Where do plants come from? • How do bulbs grow? • Will seeds grow in the dark? • How can we help a seed to grow into a healthy plant? *Pupils will use the local environment throughout the year to observe how plants grow.*