

NC Statement	Y1/Y2 Science Objectives for Plants A and Seasons	Lesson					
		1	2	3	4	5	6
Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Yr1)	Growing locally, there will be a vast array of plants which all have specific names.	X	X	X			
	Plants can be identified by looking at the key characteristics of the plant.	X	X	X			
	Plants have common parts, but they vary between the different types of plants.	X	X	X			
	Some trees keep their leaves all year while other trees drop their leaves during autumn and grow them again during spring.				X		X
Identify and describe the basic structure of a variety of common flowering plants, including trees. (Yr1)	Identify and describe the basic structure of a variety of common flowering plants, including trees - root, stem/stalk, flower, petals, leaves, trunk.		X	X			
	Compare plants.	X	X	X	X	X	X
Observe and describe how seeds and bulbs grow into mature plants. (Yr2)	Plants may grow from either seeds or bulbs.	X	X	X	X		
	Seeds germinate (with water and warmth) and grow into seedlings (with water, warmth and light) which then continue to grow into mature plants.	X	X	X	X	X	X
	These mature plants may have flowers which then develop into seeds, berries, fruits etc.		X	X	X		
	Seeds and bulbs need to be planted outside at particular times of year and they will germinate and grow at different rates.		X	X	X		X
Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Yr2)	Some plants are better suited to growing in full sun and some grow better in partial or full shade.	X		X		X	X
	Plants also need different amounts of water, light and space to grow well and stay healthy.	X		X		X	X
	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.					X	X

Observe changes across the four seasons. (Yr1)	Year 1: Order the four seasons.						X
	Observe and describe weather associated with the seasons.						X
	Observe and describe changes to plants and trees between seasons.		X				X
	Identify & describe the clothes you wear during different seasons.						
	Observe and describe changes to animals between seasons.						
	Year 2: Describe how day length varies between seasons.						X
	Observe and describe weather associated with the seasons in more detail.						X
	Observe and describe changes to plants between seasons in more detail.		X				X
	Describe the foods that are eaten more during different seasons and about in-season produce.						
	Recognise animals that hibernate for the winter and explain why.						
Working Scientifically	Know the celebrations that occur in each season.						
	Asking questions and recognising that they can be answered in different ways.		X	X			
	Making observations and taking measurements.			x	x	x	
	Engaging in practical enquiry to answer questions.			x	x	x	
	Recording and presenting evidence.			x	x	x	
	Answering questions and concluding.			x	x	x	
	Evaluating and raising further questions and predictions.			x	x	x	
	Communicating their findings.			x	x	x	
Week 6 - Summative assessment and fill any gaps in learning.							

NC Statement Yr2 Autumn A	Y1/Y2 Science Objectives for Plants B and Seasons	Lesson					
		1	2	3	4	5	6
Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	Growing locally, there will be a vast array of plants which all have specific names.			X	X	X	
	Plants can be identified by looking at the key characteristics of the plant.	X	X	X			
	Plants have common parts, but they vary between the different types of plants.	X	X	X	X		
	Some trees keep their leaves all year while other trees drop their leaves during autumn and grow them again during spring.			X	X		X
Identify and describe the basic structure of a variety of common flowering plants, including trees.	Identify and describe the basic structure of a variety of common flowering plants, including trees - root, stem/stalk, flower, petals, leaves, trunk.	X		X	X		
	Understand the function of each part of the plant.	X	X	X			
	Compare plants.	X		X			X
Observe and describe how seeds and bulbs grow into mature plants.	Plants may grow from either seeds or bulbs.	X			X		
	Seeds germinate (with water and warmth) and grow into seedlings (with water, warmth and light) which then continue to grow into mature plants.	X	X		X		
	These mature plants may have flowers which then develop into seeds, berries, fruits etc.	X		X	X		
	Seeds and bulbs need to be planted outside at particular times of year and they will germinate and grow at different rates.	X					
Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Some plants are better suited to growing in full sun and some grow better in partial or full shade.		X				
	Plants also need different amounts of water, light and space to grow well and stay healthy.		X				
	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.				X	X	X
Observe changes across the four	Year 1: Order the four seasons.						X

seasons. Observe and describe weather associated with the seasons and how day length varies	Observe and describe weather associated with the seasons.						X
	Observe and describe changes to plants and trees between seasons.			X	X		X
	Identify & describe the clothes you wear during different seasons.						
	Observe and describe changes to animals between seasons.						
	Year 2: Describe how day length varies between seasons.						X
	Observe and describe weather associated with the seasons in more detail.						X
	Observe and describe changes to plants between seasons in more detail.				X		X
	Describe the foods that are eaten more during different seasons and about in-season produce.						
	Recognise animals that hibernate for the winter and explain why.						
	Know the celebrations that occur in each season.						
Working Scientifically	Asking questions and recognising that they can be answered in different ways.			X			
	Making observations and taking measurements.			x	x	x	
	Engaging in practical enquiry to answer questions.			x	x	x	
	Recording and presenting evidence.			x	x	x	
	Answering questions and concluding.			x	x	x	
	Evaluating and raising further questions and predictions.			x	x	x	
	Communicating their findings.			x	x	x	
Week 6 - Summative assessment and fill any gaps in learning.							

NC Statement	Y1/Y2 Science Objectives for Living Things and Their Habitats A & Seasons	Lesson				
		1	2	3	4	5
Explore and compare the differences between things that are living, dead, and things that have never been alive.	All objects are either living, dead or have never been alive. Living things are plants (including seeds) and animals. Dead things include dead animals and plants and parts of plants and animals that are no longer attached e.g. leaves and twigs, shells, fur, hair and feathers	X				
	Know where materials come from e.g. wood, cotton etc. so that they can say whether they were 'once alive'.	X				
	An object made of wood is classed as dead but the wood was once alive. Objects made of rock, metal and plastic have never been alive (ignoring that plastics are made of fossil fuels).	X				
	Begin to understand the 7 life processes of living things - MRSNERG.	X				
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.	Animals and plants live in a habitat to which they are suited, which means that animals have suitable features that help them move and find food and plants have suitable features that help them to grow well. The habitat provides the basic needs of the animals and plants - shelter, food and water.		x	X		
	Within a habitat there are different micro-habitats e.g. in a woodland - in the leaf litter, on the bark of trees, on the leaves. These micro-habitats have different conditions e.g. light or dark, damp or dry. These conditions affect which plants and animals live there.		X	x		
	The plants and animals in a habitat depend on each other for food and shelter etc.		X			
Identify and name a variety of plants and animals in their habitats, including micro-habitats.	Match plants and animals to the habitat they come from.		X			
	Name plants and animals within a habitat/microhabitat.		x	X		
	Explore habitats to find plants & animals.			X		
	Identify plants and animals using picture cards.			X		
Describe how animals obtain their food from plants and other animals, using the idea of a simple	To know that animals need food and water to be healthy, to grow and for energy.				x	
	To know what food different animals eat.				X	

food chain, and identify and name different sources of food.	To be able to use a food chain to say what animals eat. To draw food chains within specific habitats. To know that food chains always begin with a plant and that plants make energy from the sun.				x	
Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.	Year 1: Order the four seasons.					X
	Observe and describe weather associated with the seasons.					X
	Observe and describe changes to plants and trees between seasons.					
	Identify & describe the clothes you wear during different seasons.					
	Observe and describe changes to animals between seasons.					X
	Year 2: Describe how day length varies between seasons.					X
	Observe and describe weather associated with the seasons in more detail.					X
	Observe and describe changes to plants between seasons in more detail.					
	Describe the foods that are eaten more during different seasons and about in-season produce.					X
	Recognise animals that hibernate for the winter and explain why.					
Know the celebrations that occur in each season.						
Working Scientifically	Asking questions and recognising that they can be answered in different ways.	X		X		x
	Making observations and taking measurements.	X		X	x	
	Engaging in practical enquiry to answer questions.	X		X	x	
	Recording and presenting evidence.	x		X	x	
	Answering questions and concluding.	x		X	x	x
	Evaluating and raising further questions and predictions.		x	X		x
	Communicating their findings.	x		x		
Week 6 - Summative assessment and fill any gaps in learning.						

NC Statement	Y1/Y2 Science Objectives for Living Things and Their Habitats B & Seasons	Lesson					
		1	2	3	4	5	
Explore and compare the differences between things that are living, dead, and things that have never been alive.	All objects are either living, dead or have never been alive. Living things are plants (including seeds) and animals. Dead things include dead animals and plants and parts of plants and animals that are no longer attached e.g. leaves and twigs, shells, fur, hair and feathers	X					
	Know where materials come from e.g. wood, cotton etc. so that they can say whether they were 'once alive'.	X					
	An object made of wood is classed as dead but the wood was once alive. Objects made of rock, metal and plastic have never been alive (ignoring that plastics are made of fossil fuels).	X					
	Begin to understand the 7 life processes of living things - MRSNERG.	X					
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.	Animals and plants live in a habitat to which they are suited, which means that animals have suitable features that help them move and find food and plants have suitable features that help them to grow well. The habitat provides the basic needs of the animals and plants - shelter, food and water.		X	X			
	Within a habitat there are different micro-habitats e.g. in a woodland - in the leaf litter, on the bark of trees, on the leaves. These micro-habitats have different conditions e.g. light or dark, damp or dry. These conditions affect which plants and animals live there.		X	X	X		
	The plants and animals in a habitat depend on each other for food and shelter etc.		X			X	
Identify and name a variety of plants and animals in their habitats, including micro-habitats.	Match plants and animals to the habitat they come from.		X			X	
	Name plants and animals within a habitat/microhabitat.		X	X	X	X	
	Explore habitats to find plants & animals.		X	X			
	Identify plants and animals using picture cards.		X	X	X	X	
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.	To know that animals need food and water to be healthy, to grow and for energy.				X	X	
	To know what food different animals eat.				X	X	
	To be able to use a food chain to say what animals eat. To draw food chains within specific habitats. To know that food chains always begin with a plant and that plants make energy from the sun.					X	
Observe changes across the four	Year 1: Order the four seasons.						X

seasons. Observe and describe weather associated with the seasons and how day length varies.	Observe and describe weather associated with the seasons.						X
	Observe and describe changes to plants and trees between seasons.						X
	Identify & describe the clothes you wear during different seasons.						X
	Observe and describe changes to animals between seasons.						
	Year 2: Describe how day length varies between seasons.						X
	Observe and describe weather associated with the seasons in more detail.						
	Observe and describe changes to plants between seasons in more detail.						
	Describe the foods that are eaten more during different seasons and about in-season produce.						
	Recognise animals that hibernate for the winter and explain why.						
	Know the celebrations that occur in each season.						
Working Scientifically	Asking questions and recognising that they can be answered in different ways.	X	X	X	X	X	X
	Making observations and taking measurements	X	X	X	X		X
	Engaging in practical enquiry to answer questions.		X	X	X		X
	Recording and presenting evidence.	X		X	X		
	Answering questions and concluding.	X		X	X		X
	Evaluating and raising further questions and predictions.			X	X		
	Communicating their findings.		X	X	X		X
Week 6 - Summative assessment and fill any gaps in learning.							

National Curriculum	Y1/Y2 Science Objectives for Everyday Materials A (and their Uses) & Seasons	Lesson					
		1	2	3	4	5	6
<p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Yr1)</p> <p>Describe the simple physical properties of a variety of everyday materials. (Yr1)</p>	Recognise wooden objects, describe its characteristics and know how wooden objects are made.	X					
	Recognise metal objects, describe its characteristics and know how metal objects are made.	X					
	Recognise plastic objects, describe its characteristics and know how plastic objects are made.		X				
	Recognise rubber objects, describe its characteristics and know how rubber objects are made.		x				
	Recognise fabric objects, describe its characteristics and know how fabric objects are made.			X			
	Recognise glass objects, describe its characteristics and know how glass objects are made.			X			
	Recognise stone objects, describe its characteristics and know how stone objects are made.				X		
	Recognise pottery objects, describe its characteristics and know how pottery objects are made.				X		
	Materials can be described by their properties e.g. shiny, stretchy, rough etc. Some materials e.g. plastic can be in different forms with very different properties.				X		
Distinguish between an object and the material from which it is made. (Yr1)	Name objects and what they are made of.					X	
	Know material- specific names e.g. cotton, sandstone, wool, oak, steel.					X	
	Know that some objects can be made from different materials e.g. plastic, metal or wooden spoons.					X	
Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Yr1)	Separating mixtures - tweezers, rubbish pickers, pegs, magnet, sieve, fingers according to criteria.						X
	Compare and group together a variety of everyday materials on the basis of their simple physical properties- bubble maps and Venn diagrams.						X
Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Yr2)	All objects are made of one or more materials that are chosen specifically because they have suitable properties for the task.						
	Say why materials have been chosen for specific objects.						
	Make an item with a particular job and choose suitable materials to make it. Say why they have made the item out of the materials they chose. Evaluate.						
Find out how the shapes of solid objects	Objects made of some materials can be changed in shape by bending, stretching, squashing and twisting. For example, clay can be shaped by squashing, stretching, rolling, pressing etc.						

made from some materials can be changed by squashing, bending, twisting and stretching. (Yr2)	This can be a property of the material or depend on how the material has been processed e.g. thickness.							
Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies	Year 1: Order the four seasons.							X
	Observe and describe weather associated with the seasons.							X
	Observe and describe changes to plants between seasons.							X
	Identify & describe the clothes you wear during different seasons.							
	Observe and describe changes to animals between seasons.							
	Year 2: Describe how day length varies between seasons.							X
	Observe and describe weather associated with the seasons in more detail.							
	Observe and describe changes to plants and trees between seasons in more detail.							
	Describe the foods that are eaten more during different seasons and about in-season produce.							
	Recognise animals that hibernate for the winter and explain why.							X
	Know the celebrations that occur in each season.							
Working Scientifically	Asking questions and recognising that they can be answered in different ways.	x	x	x	x	X		
	Making observations and taking measurements.	x	x	x	x	X		
	Engaging in practical enquiry to answer questions.	x	x	x	x	x	x	
	Recording and presenting evidence.	x	x	x	x	x		
	Answering questions and concluding.	x	x	x	x	x	x	
	Evaluating and raising further questions and predictions.		x		x			
	Communicating their findings.	x	x	x	x	x		

National Curriculum	Y1/Y2 Science Objectives for Everyday Materials B (and their Uses) & Seasons	Lesson					
		1	2	3	4	5	6
<p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Yr1)</p> <p>Describe the simple physical properties of a variety of everyday materials. (Yr1)</p>	Recognise wooden objects, describe its characteristics and know how wooden objects are made.						
	Recognise metal objects, describe its characteristics and know how metal objects are made.				X		
	Recognise plastic objects, describe its characteristics and know how plastic objects are made.						
	Recognise rubber objects, describe its characteristics and know how rubber objects are made.						
	Recognise fabric objects, describe its characteristics and know how fabric objects are made.			X			
	Recognise glass objects, describe its characteristics and know how glass objects are made.					X	
	Recognise stone objects, describe its characteristics and know how stone objects are made.						
	Recognise pottery objects, describe its characteristics and know how pottery objects are made.					X	
	Materials can be described by their properties e.g. shiny, stretchy, rough etc. Some materials e.g. plastic can be in different forms with very different properties.	X	X	X	X	X	
Distinguish between an object and the material from which it is made. (Yr1)	Name objects and what they are made of.	X		X	X	X	
	Know material- specific names e.g. cotton, sandstone, wool, oak, steel.	X		X	X	X	
	Know that some objects can be made from different materials e.g. plastic, metal or wooden spoons.	X					
Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Yr1)	Separating mixtures – tweezers, rubbish pickers, pegs, magnet, sieve, fingers according to criteria.				X		X
	Compare and group together a variety of everyday materials on the basis of their simple physical properties- bubble maps and Venn diagrams.	X					X
Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	All objects are made of one or more materials that are chosen specifically because they have suitable properties for the task.	X		X	X		
	Say why materials have been chosen for specific objects.	X		X	X		
	Make an item with a particular job and choose suitable materials to make it. Say why they have made the item out of the materials they chose. Evaluate.			X	X		

Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Objects made of some materials can be changed in shape by bending, stretching, squashing and twisting. For example, clay can be shaped by squashing, stretching, rolling, pressing etc.		X					
	This can be a property of the material or depend on how the material has been processed e.g. thickness.		X					
Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies	Year 1: Order the four seasons.							X
	Observe and describe weather associated with the seasons.							X
	Observe and describe changes to plants and trees between seasons.							X
	Identify & describe the clothes you wear during different seasons.							X
	Observe and describe changes to animals between seasons.							
	Year 2: Describe how day length varies between seasons.							X
	Observe and describe weather associated with the seasons in more detail.							X X
	Observe and describe changes to plants between seasons in more detail.							
	Describe the foods that are eaten more during different seasons and about in-season produce.							
	Recognise animals that hibernate for the winter and explain why.							
	Know the celebrations that occur in each season.							
Working Scientifically	Asking questions and recognising that they can be answered in different ways.	x	x	x	x	X	X	
	Making observations and taking measurements.	x	x	x	x	x	X	
	Engaging in practical enquiry to answer questions.	x	x	x	x	x	X	
	Recording and presenting evidence.	x	x	x	x	x	X	
	Answering questions and concluding.	x	x	x	x	x	X	
	Evaluating and raising further questions and predictions.		x				X	
	Communicating their findings.		x			x	X	

National Curriculum	Y1/Y2 Science Objectives for (Everyday) Materials and their Uses A & Seasons	Lesson					
		1	2	3	4	5	6
<p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Yr1)</p> <p>Describe the simple physical properties of a variety of everyday materials. (Yr1)</p>	Recognise wooden objects, describe its characteristics and know how wooden objects are made.			X			
	Recognise metal objects, describe its characteristics and know how metal objects are made.			X			
	Recognise plastic objects, describe its characteristics and know how plastic objects are made.					X	
	Recognise paper/ cardboard objects, describe its characteristics and know how rubber objects are made.				X		
	Recognise fabric objects, describe its characteristics and know how fabric objects are made.			X			
	Recognise glass objects, describe its characteristics and know how glass objects are made.			X			
	Recognise stone objects, describe its characteristics and know how stone objects are made.						
	Recognise pottery objects, describe its characteristics and know how pottery objects are made.		X				
	Materials can be described by their properties e.g. shiny, stretchy, rough etc. Some materials e.g. plastic can be in different forms with very different properties.	X	X	X	X	X	
Distinguish between an object and the material from which it is made. (Yr1)	Name objects and what they are made of.	X	X	X	X	X	
	Know material- specific names e.g. cotton, sandstone, wool, oak, steel.		X	X	X	X	
	Know that some objects can be made from different materials e.g. plastic, metal or wooden spoons.	X	X	X	X	X	
Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Yr1)	Separating mixtures - tweezers, rubbish pickers, pegs, magnet, sieve, fingers according to criteria.						
	Compare and group together a variety of everyday materials on the basis of their simple physical properties- bubble maps and Venn diagrams.	X					
Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic,	All objects are made of one or more materials that are chosen specifically because they have suitable properties for the task.	X	X				
	Say why materials have been chosen for specific objects.	X	X				

glass, brick, rock, paper and cardboard for particular uses.	Make an item with a particular job and choose suitable materials to make it. Say why they have made the item out of the materials they chose. Evaluate.		X				
Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Objects made of some materials can be changed in shape by bending, stretching, squashing and twisting. For example, clay can be shaped by squashing, stretching, rolling, pressing etc.		X				
	This can be a property of the material or depend on how the material has been processed e.g. thickness.						
<p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies</p>	Year 1: Order the four seasons.						X
	Observe and describe weather associated with the seasons.						X
	Observe and describe changes to plants between seasons.						
	Identify & describe the clothes you wear during different seasons.						X
	Observe and describe changes to animals between seasons.						
	Know how to look after pets differently according to the season/weather.						
	Year 2: Describe how day length varies between seasons.						
	Observe and describe weather associated with the seasons in more detail.						
	Observe and describe changes to plants between seasons in more detail.						
	Describe the foods that are eaten more during different seasons and about in-season produce.						
	Recognise animals that hibernate for the winter and explain why.						
	Know the celebrations that occur in each season.						
Working Scientifically	Asking questions and recognising that they can be answered in different ways.						
	Making observations and taking measurements.		X		X	X	X
	Engaging in practical enquiry to answer questions.	X	X		X	X	X
	Recording and presenting evidence.	X	X	X	X		
	Answering questions and concluding.		X		X	X	
	Evaluating and raising further questions and predictions.			X			
	Communicating their findings.	X	X	X		X	X

National Curriculum	Y1/Y2 Science Objectives for (Everyday) Materials and their Uses B & Seasons	Lesson					
		1	2	3	4	5	6
<p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Yr1)</p> <p>Describe the simple physical properties of a variety of everyday materials. (Yr1)</p>	Recognise wooden objects, describe its characteristics and know how wooden objects are made.	X					
	Recognise metal objects, describe its characteristics and know how metal objects are made.	X					
	Recognise plastic objects, describe its characteristics and know how plastic objects are made.		X				
	Recognise rubber objects, describe its characteristics and know how rubber objects are made.		x				
	Recognise fabric objects, describe its characteristics and know how fabric objects are made.			X			
	Recognise glass objects, describe its characteristics and know how glass objects are made.			X			
	Recognise stone objects, describe its characteristics and know how stone objects are made.				X		
	Recognise pottery objects, describe its characteristics and know how pottery objects are made.				X		
	Materials can be described by their properties e.g. shiny, stretchy, rough etc. Some materials e.g. plastic can be in different forms with very different properties.				X		
Distinguish between an object and the material from which it is made. (Yr1)	Name objects and what they are made of.	X					
	Know material- specific names e.g. cotton, sandstone, wool, oak, steel.					X	
	Know that some objects can be made from different materials e.g. plastic, metal or wooden spoons.					X	
Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Yr1)	Separating mixtures - tweezers, rubbish pickers, pegs, magnet, sieve, fingers according to criteria.						X
	Compare and group together a variety of everyday materials on the basis of their simple physical properties- bubble maps and Venn diagrams.						X
Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic,	All objects are made of one or more materials that are chosen specifically because they have suitable properties for the task.						
	Say why materials have been chosen for specific objects.						

glass, brick, rock, paper and cardboard for particular uses.	Make an item with a particular job and choose suitable materials to make it. Say why they have made the item out of the materials they chose. Evaluate.						
Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Objects made of some materials can be changed in shape by bending, stretching, squashing and twisting. For example, clay can be shaped by squashing, stretching, rolling, pressing etc.						
	This can be a property of the material or depend on how the material has been processed e.g. thickness.						
Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies	Year 1: Order the four seasons.						X
	Observe and describe weather associated with the seasons.						X
	Observe and describe changes to plants between seasons.						
	Identify & describe the clothes you wear during different seasons.						X
	Observe and describe changes to animals between seasons.						
	Know how to look after pets differently according to the season/weather.						
	Year 2: Describe how day length varies between seasons.						X
	Observe and describe weather associated with the seasons in more detail.						X
	Observe and describe changes to plants between seasons in more detail.						X
	Describe the foods that are eaten more during different seasons and about in-season produce.						X
Working Scientifically	Recognise animals that hibernate for the winter and explain why.						X
	Know the celebrations that occur in each season.						
	Asking questions and recognising that they can be answered in different ways.	x	x	x	x	X	
	Making observations and taking measurements.	x	x	x	x	X	X
	Engaging in practical enquiry to answer questions.	x	x	x	x	x	X
	Recording and presenting evidence.	x	x	x	x	x	X
	Answering questions and concluding.	x	x	x	x	x	X
	Evaluating and raising further questions and predictions.		X	X			X
			X				
	Communicating their findings.			X	X		X

NC Statement	Y1/Y2 Science Objectives for Animals including Humans A & Seasons	Lesson						
		1	2	3	4	5	6	
Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	Animals vary in many ways having different structures e.g. wings, tails, ears etc. They also have different skin coverings e.g. scales, feathers, hair. These key features can be used to identify them.							
	Group animals according to features.							
Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).	Group animals according to how they move, their diet, by habitat etc.							
	Know the features of and identify some reptiles, birds, fish, amphibians and mammals.							
	Know the features of and identify some invertebrates - insects and spiders.							
	Identify animals using a simple identification key.							
Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	Know that animals eat certain things - some eat other animals, some eat plants, some eat both plants and animals.							
	Know and understand the terms herbivore, carnivore and omnivore.							
	Know that an animal's teeth give a good indication of whether it is a carnivore or herbivore.							
Notice that animals, including humans, have offspring which grow into adults.	Know that animals, including humans, have offspring which grow into adults. In humans and some animals, these offspring will be young, such as babies or kittens, that grow into adults. In other animals, such as chickens or insects, there may be eggs laid that hatch to young or other stages which then grow to adults. The young of some animals do not look like their parents e.g. tadpoles.					X	X	
	Know the life cycle of a human, butterfly, frog, chicken, fly and Mayfly.					X		
	Name the adult and offspring name of animals e.g. horse and foal, sheep and lamb, hen and chick.					X	X	
	Know the names of some groups of animals e.g. herd of cows, flock of geese, shoal of fish.					X	X	

Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).	All animals, including humans, have the basic needs of feeding, drinking and breathing that must be satisfied in order to survive. To grow into healthy adults, they also need the right amounts and types of food.							
	Group food into: energy food, growing food and foods that keep us healthy. Know what a healthy diet is.							
	Know that exercise is important to remain strong and healthy.							
	Good hygiene is also important in preventing infections and illnesses.							
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Humans have key parts in common, but these vary from person to person.	X	X					
	Humans (and other animals) find out about the world using their senses.			X	X			
	Humans have five senses - sight, touch, taste, hearing and smelling. These senses are linked to particular parts of the body.			X	X			
	Know the names of human body parts - head, neck, shoulders, elbows, knees, ankles, back, hips, calf, thigh, eyes, ears, nose, mouth, eyebrows, eyelashes, upper arm, lower arm, upper leg, lower leg, belly button, bottom.	X	X	X	X			
	Know that some animals have skeletons made of bone and bones are hard and rigid (F,A,R,M,B).		X					
	Know that skeletons support the animal and protect its internal organs.		X					
	Know that bones can break & repair and you can look at bones with x-rays.		X					
	Identify animals from their x-rays.		X					
Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies	Year 1: Order the four seasons.							X
	Observe and describe weather associated with the seasons.							X
	Observe and describe changes to plants between seasons.							
	Identify & describe the clothes you wear during different seasons.							X
	Observe and describe changes to animals between seasons.							
	Year 2: Describe how day length varies between seasons.							X

	Observe and describe weather associated with the seasons in more detail.							X
	Observe and describe changes to plants between seasons in more detail.							
	Describe the foods that are eaten more during different seasons and about in-season produce.							
	Recognise animals that hibernate for the winter and explain why.							
	Know the celebrations that occur in each season.							
Working Scientifically	Asking questions and recognising that they can be answered in different ways.	X	X	X	X	X	X	X
	Making observations and taking measurements.			X	X	X	X	X
	Engaging in practical enquiry to answer questions.			X	X	X		X
	Recording and presenting evidence.			X	X	X	X	X
	Answering questions and concluding.			X	X	X	X	X
	Evaluating and raising further questions and predictions.							
	Communicating their findings.			X	X	X		X

NC Statement	Y1/Y2 Science Objectives for Animals including Humans B & Seasons	Lesson					
		1	2	3	4	5	6
Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	Animals vary in many ways having different structures e.g. wings, tails, ears etc. They also have different skin coverings e.g. scales, feathers, hair. These key features can be used to identify them.						
	Group animals according to features.		X		X		
Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).	Group animals according to how they move, their diet, by habitat etc.						
	Know the features of and identify some reptiles, birds, fish, amphibians and mammals.						
	Know the features of and identify some invertebrates - insects and spiders.						
	Identify animals using a simple identification key.						
Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	Know that animals eat certain things - some eat other animals, some eat plants, some eat both plants and animals.		X		X		
	Know and understand the terms herbivore, carnivore and omnivore.		X		X		
	Know that an animal's teeth give a good indication of whether it is a carnivore or herbivore.		X		X		
Notice that animals, including humans, have offspring which grow into adults.	Know that animals, including humans, have offspring which grow into adults. In humans and some animals, these offspring will be young, such as babies or kittens that grow into adults. In other animals, such as chickens or insects, there may be eggs laid that hatch to young or other stages which then grow to adults. The young of some animals do not look like their parents e.g. tadpoles.						
	Know the life cycle of a human, butterfly, frog, chicken, fly and Mayfly.						
	Name the adult and offspring name of animals e.g. horse and foal, sheep and lamb, hen and chick.						
	Know the names of some groups of animals e.g. herd of cows, flock of geese, shoal of fish.						

Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).	All animals, including humans, have the basic needs of feeding, drinking and breathing that must be satisfied in order to survive. To grow into healthy adults, they also need the right amounts and types of food.	X			X	X	
	Group food into: energy food, growing food and foods that keep us healthy. Know what a healthy diet is.		X		X	X	
	Know that exercise is important to remain strong and healthy.			X			
	Good hygiene is also important in preventing infections and illnesses.		X				
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Humans have key parts in common, but these vary from person to person.						
	Humans (and other animals) 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.						
	Know the names of human body parts - head, neck, shoulders, elbows, knees, ankles, back, hips, calf, thigh, eyes, ears, nose, mouth, eyebrows, eyelashes, upper arm, lower arm, upper leg, lower leg, belly button, bottom.			X			
	Know that some animals have skeletons made of bone and bones are hard and rigid (F,A,R,M,B).						
	Know that skeletons support the animal and protect its internal organs.						
	Know that bones can break & repair and you can look at bones with x-rays.						
	Identify animals from their x-rays.						
Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies	Year 1: Order the four seasons.						X
	Observe and describe weather associated with the seasons.						X
	Observe and describe changes to plants between seasons.						X
	Identify & describe the clothes you wear during different seasons.						X
	Observe and describe changes to animals between seasons.						
	Year 2: Describe how day length varies between seasons.						X

	Observe and describe weather associated with the seasons in more detail.						
	Observe and describe changes to plants between seasons in more detail.						
	Describe the foods that are eaten more during different seasons and about in-season produce.						
	Recognise animals that hibernate for the winter and explain why.						
	Know the celebrations that occur in each season.						X
Working Scientifically	Asking questions and recognising that they can be answered in different ways.	X	X	X			
	Making observations and taking measurements.		X	X			
	Engaging in practical enquiry to answer questions.	X	X	X			
	Recording and presenting evidence.	X		X			
	Answering questions and concluding.	X	X	X			
	Evaluating and raising further questions and predictions.			X			
	Communicating their findings.			X			

NC Statement	Y1/Y2 Science Objectives for Animals including Humans C & Seasons	Lesson					
		1	2	3	4	5	6
Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	Animals vary in many ways having different structures e.g. wings, tails, ears etc. They also have different skin coverings e.g. scales, feathers, hair. These key features can be used to identify them.	X					
	Group animals according to features.	X					
Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).	Group animals according to how they move, their diet, by habitat etc.	X					
	Know the features of and identify some reptiles, birds, fish, amphibians and mammals.		X				
	Know the features of and identify some invertebrates - insects and spiders.		X				
	Identify animals using a simple identification key.		X				
Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	Know that animals eat certain things - some eat other animals, some eat plants, some eat both plants and animals.			X			
	Know and understand the terms herbivore, carnivore and omnivore.			X			
	Know that an animal's teeth give a good indication of whether it is a carnivore or herbivore.			X			
Notice that animals, including humans, have offspring which grow into adults.	Know that animals, including humans, have offspring which grow into adults. In humans and some animals, these offspring will be young, such as babies or kittens, that grow into adults. In other animals, such as chickens or insects, there may be eggs laid that hatch to young or other stages which then grow to adults. The young of some animals do not look like their parents e.g. tadpoles.				X		
	Know the life cycle of a human, butterfly, frog, chicken, fly and Mayfly.				x	X	
	Name the adult and offspring name of animals e.g. horse and foal, sheep and lamb, hen and chick.					X	
	Know the names of some groups of animals e.g. herd of cows, flock of geese, shoal of fish.					X	

Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).	All animals, including humans, have the basic needs of feeding, drinking and breathing that must be satisfied in order to survive. To grow into healthy adults, they also need the right amounts and types of food.			X			X
	Group food into: energy food, growing food and foods that keep us healthy. Know what a healthy diet is.			X			X
	Know that exercise is important to remain strong and healthy.			X			X
	Good hygiene is also important in preventing infections and illnesses.			X			X
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Humans have key parts in common, but these vary from person to person.				X		
	Humans (and other animals) 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.				X		
	Know the names of human body parts - head, neck, shoulders, elbows, knees, ankles, back, hips, calf, thigh, eyes, ears, nose, mouth, eyebrows, eyelashes, upper arm, lower arm, upper leg, lower leg, belly button, bottom.				X		
	Know that some animals have skeletons made of bone and bones are hard and rigid (F,A,R,M,B).				X		
	Know that skeletons support the animal and protect its internal organs.				X		
	Know that bones can break & repair and you can look at bones with x-rays.				X		
	Identify animals from their x-rays.						
Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies	Year 1: Order the four seasons.						X
	Observe and describe weather associated with the seasons.						X
	Observe and describe changes to plants between seasons.						X
	Identify & describe the clothes you wear during different seasons.						
	Observe and describe changes to animals between seasons.						X
	Year 2: Describe how day length varies between seasons.						

	Observe and describe weather associated with the seasons in more detail.						
	Observe and describe changes to plants between seasons in more detail.						X
	Describe the foods that are eaten more during different seasons and about in-season produce.						X
	Recognise animals that hibernate for the winter and explain why.						X
	Know the celebrations that occur in each season.						
Working Scientifically	Asking questions and recognising that they can be answered in different ways.	X	x	X	X	X	X
	Making observations and taking measurements.			x	x	x	X
	Engaging in practical enquiry to answer questions.		X				X
	Recording and presenting evidence.		X		X		X
	Answering questions and concluding.		X		X		X
	Evaluating and raising further questions and predictions.		X		X		X
	Communicating their findings.		X		X		X

NC Statement	Y1/Y2 Science Objectives for Animals including Humans D & Seasons	1	2	3	4	5	6
Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	Animals vary in many ways having different structures e.g. wings, tails, ears etc. They also have different skin coverings e.g. scales, feathers, hair. These key features can be used to identify them.	X					
	Group animals according to features.	X					
Describe and compare the structure of a	Group animals according to how they move, their diet, by habitat etc.	X					
	Know the features of and identify some reptiles, birds, fish, amphibians and mammals.		X				

variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).	Know the features of and identify some invertebrates - insects and spiders.		X				
	Identify animals using a simple identification key.		X				
Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	Know that animals eat certain things - some eat other animals, some eat plants, some eat both plants and animals.			X			
	Know and understand the terms herbivore, carnivore and omnivore.			X			
	Know that an animal's teeth give a good indication of whether it is a carnivore or herbivore.			X			
Notice that animals, including humans, have offspring which grow into adults.	Know that animals, including humans, have offspring which grow into adults. In humans and some animals, these offspring will be young, such as babies or kittens, that grow into adults. In other animals, such as chickens or insects, there may be eggs laid that hatch to young or other stages which then grow to adults. The young of some animals do not look like their parents e.g. tadpoles.				X		
	Know the life cycle of a human, butterfly, frog, chicken, fly and Mayfly.				x	X	
	Name the adult and offspring name of animals e.g. horse and foal, sheep and lamb, hen and chick.					X	
	Know the names of some groups of animals e.g. herd of cows, flock of geese, shoal of fish.					X	
Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).	All animals, including humans, have the basic needs of feeding, drinking and breathing that must be satisfied in order to survive. To grow into healthy adults, they also need the right amounts and types of food.						X
	Group food into: energy food, growing food and foods that keep us healthy. Know what a healthy diet is.						X
	Know that exercise is important to remain strong and healthy.						X
	Good hygiene is also important in preventing infections and illnesses.						X

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Humans have key parts in common, but these vary from person to person.						
	Humans (and other animals) 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.						
	Know the names of human body parts – head, neck, shoulders, elbows, knees, ankles, back, hips, calf, thigh, eyes, ears, nose, mouth, eyebrows, eyelashes, upper arm, lower arm, upper leg, lower leg, belly button, bottom.						
	Know that some animals have skeletons made of bone and bones are hard and rigid (F,A,R,M,B).						
	Know that skeletons support the animal and protect its internal organs.						
	Know that bones can break & repair and you can look at bones with x-rays.						
	Identify animals from their x-rays.						
Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies	Year 1: Order the four seasons.						X
	Observe and describe weather associated with the seasons.						X
	Observe and describe changes to plants between seasons.						X
	Identify & describe the clothes you wear during different seasons.						
	Observe and describe changes to animals between seasons.						
	Know how to look after pets differently according to the season/weather.						
	Year 2: Describe how day length varies between seasons.						
	Observe and describe weather associated with the seasons in more detail.						
	Observe and describe changes to plants between seasons in more detail.						
	Describe the foods that are eaten more during different seasons and about in-season produce.						X
	Recognise animals that hibernate for the winter and explain why.						
	Know the celebrations that occur in each season.						X
Working Scientifically	Asking questions and recognising that they can be answered in different ways.	X	x	X	X	X	X
	Making observations and taking measurements.			x	x	x	x

	Engaging in practical enquiry to answer questions.		X		X	X	
	Recording and presenting evidence.		X		X	X	
	Answering questions and concluding.		X		X	X	
	Evaluating and raising further questions and predictions.		x		X	X	
	Communicating their findings.		X		X	X	