

# Science Year Planner - Year 1 and 2

2023 2024



Term	Autumn 1 and 2	Spring 1 and 2	Summer 1 and 2
Topic	Everyday Materials (Year 1 and 2 units of work)	Living Things and their Habitats (Year 2 units of work)	Seasonal Changes Plants
Science discipline:	Chemistry	Biology	Revisit and recap
	Memory Box	Towers and Turrets	Enchanted Woodlands
Science Knowledge NC Focus:	<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>	<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>We are using this term to revisit and recap previous knowledge on</p> <p><b>Seasonal Changes</b></p> <p><b>Plants</b></p>
Assessment for Learning and Enquiry Book			
Sequence of learning:	<p><b>Sequence of learning:</b></p> <ol style="list-style-type: none"> <li>I can reflect on prior knowledge and ask scientific questions.</li> <li>I can identify and name different materials.</li> <li>I can tell the difference between an object and the material from which it is made.</li> <li>I can describe physical properties of everyday materials.</li> <li>I can test different materials.</li> <li>I can sort and group objects based on their properties.</li> <li>I can investigate how some solid materials can be changed by bending, twisting, squashing and stretching.</li> <li>I can carry out a comparative test to investigate the properties of air drying clay, play dough and plasticine.</li> <li>I can investigate the strength of materials.</li> <li>I can carry out a comparative test to investigate the properties of paper and cardboard.</li> <li>I can carry out research from a secondary source into materials used for building.</li> <li>I investigate which materials are suitable for boat building.</li> </ol>	<p><b>Sequence of learning:</b></p> <ol style="list-style-type: none"> <li>I can reflect on prior knowledge and ask scientific questions.</li> <li>I can explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>I can identify a range of habitats and which animals live there.</li> <li>I can identify that most living things live in habitats to which they are suited.</li> <li>I can explain how living things in a habitat depend on each other.</li> <li>I can describe how animals get food. I can look at a simple food chain.</li> </ol>	
End Point:	Pupils can distinguish between an object and the material that it is made from: children can identify materials such as wood, plastic, glass, metal, water and rock: children can describe, compare and group materials based on their physical properties.	Children will compare the differences between things that are living, dead and things that have never been alive: children can identify the suitability of different habitats: children can name a	



		variety of animals and plants and their habitats: children can understand a simple food chain.	
Vocabulary:	<b>Vocabulary throughout:</b> Absorbent, bendy, flexible, foil, material, opaque, translucent, transparent, waterproof	<b>Vocabulary throughout:</b> Food chain, habitat, microhabitat	