Kings Meadow Primary School

Science Overview: Sand Lizards (Developing Experts)

Creative, **R**eal-life, **A**mbitious, **C**areers-focussed curriculum building **K**nowledge & skills for every **I**ndividual **N**urturing **G**lobal citizens of the future

Term	Year 1		Year 2	
	Knowledge	Working Scientifically	Knowledge	Working Scientifically
Autumn 1	**Animals, including Humans – All about me** Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	• Perform simple tests • Identify and classify • Using their observations and ideas to suggest answers to questions • Gather and record data to help in answering questions	**Animals inc Humans – Health and Survival** 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	• Perform simple tests • Identify and classify • Using their observations and ideas to suggest answers to questions
Autumn 2	**Animals, including Humans – All about animals** Identify and name a variety of common animals including fish, amphibians, reptiles, 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 (fish, amphibians, reptiles, birds and mammals including pets)	• Asking simple questions and recognise that they can be answered in different ways • Observe closely, using simple equipment • Identify and classify • Using their observations and ideas to suggest answers to questions • Gather and record data to help in answering questions	**Animals inc Humans – Life Cycles** Notice that animals, including humans, have offspring which grow into adults	• Asking simple questions and recognise that they can be answered in different ways • Identify and classify • Using their observations and ideas to suggest answers to questions • Gather and record data to help in answering questions

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Spring 1	**Exploring Everyday Materials** – 1 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	• Perform simple tests • Identify and classify • Using their observations and ideas to suggest answers to questions • Gather and record data to help in answering questions	**Use of Everyday Materials** 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	• Perform simple tests • Using their observations and ideas to suggest answers to questions • Gather and record data to help in answering questions
Spring 2	**Seasonal Changes** – **run throughout year** Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how day length varies	• Perform simple tests • Identify and classify • Using their observations and ideas to suggest answers to questions • Gather and record data to help in answering questions	**Plants** Observe and describe how seeds and bulbs into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	• Asking simple questions and recognise that they can be answered in different ways • Observe closely, using simple equipment • Perform simple tests • Identify and classify • Using their observations and ideas to suggest answers to questions • Gather and record data to help in answering questions

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Summer 1	**Plants** Identify and name a variety of common and wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees	• Asking simple questions and recognise that they can be answered in different ways • Observe closely, using simple equipment • Identify and classify • Using their observations and ideas to suggest answers to questions • Gather and record data to help in answering questions	**Living Things and their Habitat** Explore and compare the differences between things that are living, dead, and things that have never been alive 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	• Asking simple questions and recognise that they can be answered in different ways • Observe closely, using simple equipment • Identify and classify • Using their observations and ideas to suggest answers to questions • Gather and record data to help in answering questions
Summer 2	**Exploring Everyday Materials – 2** 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	• Perform simple tests • Identify and classify • Using their observations and ideas to suggest answers to questions • Gather and record data to help in answering questions	**Living Things and their Habitat – Habitats around the world** 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	• Asking simple questions and recognise that they can be answered in different way • Identify and classify • Using their observations and ideas to suggest answers to questions • Gather and record data to help in answering questions