

Year 1 and Year 2 Science Overview Cycle 1- 2023-24

	Autumn 1	Autumn 2	• Spring 1	• Spring 2	• Summer 1	Summer 2
	Healthy Heroes	Dinosaur Detectives	City Visit	Wonderful World	Mad About Minibeasts	Beside the Seaside
Y1	<p>Animals including humans 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>Everyday materials Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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 ▪ 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. 			
Y2	<p>Animals including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>Plants Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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. 		<p>Animals including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ notice that animals, including humans, have offspring which grow into adults 	<p>Living things and their habitats Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ explore and compare the differences between things that are living, dead, and things that have never been alive ▪ identify and name a variety of plants and animals in their habitats, including micro-habitats 	<p>Living things and their habitats Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ identify and name a variety of plants and animals in their habitats, including micro-habitats ▪ 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.

Seasonal change ongoing	<ul style="list-style-type: none">• observe changes across the four seasons• observe and describe weather associated with the seasons and how day length varies. <p>PLANT A BULB AND RECORD THE CHANGES WEATHER CHART</p>
Y1 Ongoing Working scientifically	<ul style="list-style-type: none">• 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.
Y2 Ongoing Working scientifically	<ul style="list-style-type: none">• 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.

	Autumn 1	Autumn 2	• Spring 1	• Spring 2	• Summer 1	Summer 2
	Wild Woods	Creature Features	Great Explorers	Weather Watchers	Noble Knights	Seven Seas
Y1	<p>Plants Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ identify and name a variety of common wild and garden plants, including deciduous and evergreen trees ▪ identify and describe the basic structure of a variety of common flowering plants, including trees. 		<p>Everyday materials Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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 ▪ 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. 			
Y2		<p>Animals including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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. 		<p>Plants Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>Uses of everyday materials Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>Living things and their habitats Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ explore and compare the differences between things that are living, dead, and things that have never been alive ▪ identify and name a variety of plants and animals in their habitats, including micro-habitats

Seasonal change ongoing	<ul style="list-style-type: none">• observe changes across the four seasons• observe and describe weather associated with the seasons and how day length varies. <p>CHOOSE AN AREA OF THE SCHOOL GROUNDS AND TAKE A PHOTO EACH MONTH AS A RUNNING LOG</p>
Y1 Ongoing Working scientifically	<ul style="list-style-type: none">• 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.
Y2 Ongoing Working scientifically	<ul style="list-style-type: none">• 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.