



Y1/Y2 Science Objectives for Plants and Seasons (Year B, Summer Term, 2nd half)

Lesson

NC Statement

		Lesson				
		1	2	3	4	5
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			
	Plants can be identified by looking at the key characteristics of the plant.		X			
	Plants have common parts, but they vary between the different types of plants.		X			
	Some trees keep their leaves all year while other trees drop their leaves during autumn and grow them again during spring.			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				
	Understand the function of each part of the plant.	X				
	Compare plants.		x	x	x	x
Observe and describe how seeds and bulbs grow into mature plants.	Plants may grow from either seeds or bulbs.			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
	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
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	x	x
	Plants also need different amounts of water, light and space to grow well and stay healthy.			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.					
Observe changes across the four	Year 1: Order the four seasons.			x		

seasons.	Observe and describe weather associated with the seasons.					
Observe and describe weather associated with the seasons and how day length varies	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.			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	
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 & Seasons (Year B, Summer Term, 1st half)

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 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	
	To know what food different animals eat.				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 seasons.	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.					
	Observe and describe changes to animals between seasons.					X
	Know how to look after pets differently according to the season/weather.					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		
	Making observations and taking measurements.			X		
	Engaging in practical enquiry to answer questions.			X		
	Recording and presenting evidence.			X		
	Answering questions and concluding.			X		
	Evaluating and raising further questions and predictions.			X		
	Communicating their findings.			x		
Week 6 - Summative assessment and fill any gaps in learning.						



NC Statement

Y1/Y2 Science Objectives for Forces & Seasons (Year B, whole of Autumn Term)

Lesson

1 2 3 4 5 6 7 8 9 10

Topic introduced early	Recognise push, pull, squash movements.	X												
	Investigate pushing/pulling - big or small push v distance	X												
	Know what objects are moved by wind. Investigate moving objects with air - amount of push and distance		X											
	Investigate moving objects with air - source of air and distance.		X											
	Investigate pushing/pulling - steepness of slope v furthest			X										
	Investigate dropping objects in air - heavy/light				X									
	Investigate dropping objects in air - weight v shape				X									
	Investigate floating and sinking - float/sink and materials & shape.					X								
	Identify objects that are moved by water.						X							
	Know what objects are moved by water. Investigate moving objects with water - amount of push and distance.						X							
	Investigate moving objects with water - source of water and distance.						X							
	Know that some metals are attracted to magnets.							X						
	Investigate moving objects with magnets - move/not move/best magnet for moving objects.							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.																	X		
	Identify & describe the clothes you wear during different seasons.																		X	
	Observe and describe changes to animals between seasons.																		X	
	Know how to look after pets differently according to the season/weather.																			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.																		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.																			X
	Working Scientifically	Asking questions and recognising that they can be answered in different ways.	x	x	x	x	x	x	x	x										
		Making observations and taking measurements.	x	x	x	x	x	x	x	X										
Engaging in practical enquiry to answer questions.		x	x	x	x	x	x	x	X											
Recording and presenting evidence.		x	x	x	x	x	x	x											x	
Answering questions and concluding.		x	x	x	x	x	x	x												
Evaluating and raising further questions and predictions.		x	x	x	x	x	x	x												
Communicating their findings.		x	x	x	x	x	x	x												

Week 11 - Summative assessment and fill any gaps in learning.



NC Statement	Y1/Y2 Science Objectives for Light & Seasons (Year B, Spring Term, 1st half)	Lesson					
		1	2	3	4	5	
Topic introduced early	Recognise that they need light in order to see things and that dark is the absence of light.	X					
	Identify sources of light.	X					
	Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.	X					
	Know how to be seen and why it is important - road safety. Identify colours that show up well in the dark.		X				
	To know how reflectors work and help to keep people safe e.g. bike reflectors, reflective strips on book bags - travelling safely to school, playing out.		X				
	Identify people that help them and how colour/light is important e.g. police, road-workers.			x			
	Identify objects from their shadows.				X		
	To know that shadows change in size and shape according to where the light source is.				x		
Observe changes across the four seasons.	Year 1: Order the four seasons.					X	
	Observe and describe weather associated with the seasons.					X	
	Observe and describe weather associated with the seasons and how day length varies	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.					X
		Know how to look after pets differently according to the season/weather.					

	Year 2:					X
	Describe how day length varies between seasons.					
	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.					
	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	
	Making observations and taking measurements.		X		x	
	Engaging in practical enquiry to answer questions.		x		X	
	Recording and presenting evidence.	x	X			
	Answering questions and concluding.		X		X	
	Evaluating and raising further questions and predictions.		X		X	
	Communicating their findings.		x		x	

Week 6 - Summative assessment and fill any gaps in learning.



NC Statement	Y1/Y2 Science Objectives for Sound & Seasons (Year B, Spring Term, 2nd half)	Lesson				
		1	2	3	4	5
Topic introduced early	Recognise everyday sounds	X				
	Sounds that alert us of danger	x				
	Find the sound by listening		X			
	Recognise and make loud/quiet sounds		X			
	Recognise and make sounds with a high/low pitch		X			
	Explore ways of making sounds/playing instruments - bang, pluck, strum, blow etc.			X		
	Recognise musical instruments			x		
	Making percussion instruments - shakers and drums.				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.					X
	Identify & describe the clothes you wear during different seasons.					X
	Observe and describe changes to animals between seasons.					X
	Know how to look after pets differently according to the season/weather.					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.					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.					X
Working Scientifically	Asking questions and recognising that they can be answered in different ways.		X			
	Making observations and taking measurements.					
	Engaging in practical enquiry to answer questions.		x	X		
	Recording and presenting evidence.					
	Answering questions and concluding.					
	Evaluating and raising further questions and predictions.					
	Communicating their findings.					x

Week 6 - Summative assessment and fill any gaps in learning.



NC Statement

Y1/Y2 Science Objectives for Electricity & Seasons (Year A, whole of Autumn term)

Lesson

1 2 3 4 5 6 7 8 9 10

Topic introduced early	Identify objects that use mains electricity.	X																		
	Know what the electricity makes to object do e.g. makes the fridge cold.	x																		
	Identify objects that use batteries for electricity.		X																	
	Know why some objects use mains and some batteries to power them.		x																	
	Know that batteries come in different shapes, strengths and sizes. Know that larger batteries are not necessarily stronger.			X																
	Know that batteries can be dangerous to health and how to dispose of batteries safely.			x																
	Know how to be safe with electricity indoors and outside.				x															
	Know that some materials let electricity pass through them and some do not. Know that water allows electricity to travel through it.					x														
	Know ways to save electricity at home and in school.									X										
	Imagine life without electricity.										X									
	Enjoy making simple series circuits with support to make a bulb light, a buzzer sound and a motor spin.											x	X							
	Make models incorporating electrical circuits.													x	X					
Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day	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



Y1/Y2 Science Objectives for Everyday materials and their uses & Seasons (Year A, whole of spring term)

Lesson

1 2 3 4 5 6 7 8 9

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.

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.

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.

Recognise glass objects, describe its characteristics and know how glass objects are made.

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.

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.

Distinguish between an object and the material from which it is made.

Name objects and what they are made of.

Know material- specific names e.g. cotton, sandstone, wool, oak, steel.

Know that some objects can be made from different materials e.g. plastic, metal or wooden spoons.

X									
X									
	X								
	x								
		X							
		X							
			X						
			X						
				X					
					X				
						X			
							X		

