

INTENT

Science Curriculum Year B: Planning, Progress and Long-Term Knowledge Growth

YEAR 1/2	Substantive scientific content	Recurring substantive themes, ideas and language (Key Concepts)	Subject rationale: Supporting pupils' wider scientific curriculum journey	Basic disciplinary training in science
Autumn Term Living things and their habitats	Explore and compare differences between living things, dead things and things that have never lived	Taught alongside the geography unit of Oceans and Continents, this unit explores the difference between living and non-living things and habitats. Pupils will be confident in their knowledge of habitats. They will explore a variety of habitats including micro-habitats and deepen their knowledge of the key concepts of scientific method, life processes, evolution and adaption and our world . Pupils will be secure in key vocabulary including <i>E.g.:</i> habitat, micro-habitat, survive, depend, source, food chain, biomes, mini-beasts, plant, tree, vegetation, carnivore, herbivore, omnivore and vertebrate.	Building on prior learning of differing environments in EYFS, this unit extends pupils knowledge of living things and their habitats. This will support the learning on seasonal changes later in the term. Vocabulary learnt will support later learning in LKS2 on <i>animals, including humans and living things in their habitats</i> and UKS2 on evolution and inheritance, living things and their habitats and animals including humans. The unit links to our Eco schools topics of biodiversity, school grounds and healthy living.	Working scientifically: Plan, fair testing, using equipment, predicting, recording, measuring, observing, comparing, explanations, evaluations
	Habitats: 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 one another.			
	Identify and name a variety of plants and animals in their habitats, including micro-habitats.			
Part of each term this academic year Seasonal Weather	Looking at weather forecasts and symbols and daily weather patterns.	Taught alongside the geography unit of Oceans and Continents, this unit secures pupils knowledge of seasonal changes within the UK. Pupils will become confident in observing changes across the four seasons and describing weather associated with the seasons and how day length varies. They will explore how changes in the weather cause many other changes. Such as numbers of	Building on the EYFS learning based on observing changes on our natural environment this unit extends pupils knowledge of seasonal changes. This will build on prior learning of living things and habitats and deepen their understanding. Vocabulary learnt will support later learning in LKS2	Working scientifically: Plan, fair testing, using equipment, predicting, recording, measuring, observing, comparing, explanations, evaluations
	To observe and compare weather in different seasons and impact on humans, animals and trees.			
	Day length – changes within a day and seasons – investigating shadows and their shapes.			

	Building a weather station including rainfall, wind and temperature – observing changes, measuring, gathering information, comparing and making prediction and consider climate change.	<p>minibeasts found outside; seed and plant growth; leaves on trees; and type of clothes worn by people.</p> <p>Scientific studies will ensure that the key concepts of light and shadow, life processes, scientific method and our world are embedded. Pupils will be secure in key vocabulary including: weather, rainfall, precipitation, wind, direction, gauge, patterns, data, deciduous and evergreen.</p>	<p>on light and the study of the water cycle and UKS2 on earth and space.</p> <p>The unit links to our Eco schools topics of water, energy and climate change.</p>	
Summer Term	Name, identify, describe, classify, observe and record information about flowering plants including common wild and garden plants (basic structure)	<p>This unit secures pupils knowledge of the structure of plants and what they need to flourish. Pupils will deepen their understanding of the scientific skills needed to gather information and analyse data.</p> <p>Scientific studies will ensure that the key concepts of scientific method, life processes, evolution and adaptation and our world are embedded. Pupils will be secure in key vocabulary including: Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, light, shade, warm, cool, water, grow, healthy.</p>	<p>Building on the EYFS learning based growing and changing this unit extends pupils knowledge of plants and their life cycle. This will build on prior learning of living things and habitats learnt earlier in the year. Vocabulary learnt will support later learning in LKS2 on plants and <i>living things and their habitats</i> and UKS2 on evolution and inheritance and living things and their habitats.</p> <p>The unit links to our Eco schools topics of biodiversity, school grounds and healthy living.</p>	<p>Working scientifically: Plan, fair testing, using equipment, predicting, recording, measuring, observing, comparing, explanations, evaluations</p>
Plants	Name, identify, describe, classify, observe and record information about trees and their leaves			
	Know and explain the life cycle of a plant, including seeds and bulbs, and what plants need to grow and stay healthy			
	Observe, gather and record data to help us answer questions and make comparisons			