

# SCIENCE

## Jordans School Curriculum



### Purpose of study

See National Curriculum (2014) guidance.

### Aims

See National Curriculum (2014) guidance.

### Attainment Targets

See National Curriculum (2014) guidance.

### Subject Content

#### Year 1:

#### Working Scientifically

To identify, group and sort objects or living things.

To use simple equipment to help me observe the world closely.

To ask simple questions and understand they may have a number of different answers.

To begin to use and understand scientific language.

#### Materials

To identify and name everyday materials – wood, plastic, glass, metal, water, rock

To recognise objects and the materials they are made from.

To describe the properties of everyday materials.

To describe the similarities and differences between everyday materials.

To group materials by their properties.

To describe why certain materials are used for certain purposes e.g. bricks and houses.

#### Plants

To identify and name a variety of common wild and garden plants.

To name the different parts of a flower e.g. root, stem, leaf

To compare flowers and plants to identify similarities and differences.

To describe how flowers grow.

### Animals, Including Humans

To identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals.

To identify and name a variety of common animals that are carnivores, herbivores and omnivores.

To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).

To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

### Seasonal Changes

To describe the four seasons.

To talk about the changes to the weather across the seasons.

To talk about the changes to plants across the seasons.

### **Year 2:**

#### Working Scientifically

To use appropriate scientific language to communicate my ideas, what I have done and what I found out.

To notice similarities, differences and patterns.

To gather and record data to help answer questions.

To use observations and ideas to suggest answers to questions.

#### Materials

To identify the suitability of everyday materials for particular uses.

To recognise that certain materials can be used for more than one purpose e.g. wood can be used for matches and floors.

To recognise that certain objects can be made using different materials.

To squash, bend, twist and stretch certain objects and describe how the material makes the shape change.

#### Plants

To describe how seeds and bulbs grow into plants.

To identify what plants need to grow and be healthy.

To identify what a seed needs to germinate.

To identify what plants need to stay healthy.

To observe how plants grown under different conditions such as without light.

#### Animals Including Humans

To notice that animals, including humans, have offspring which grow into adults.

To know the basic needs of animals, including humans, for survival.

To describe the importance of exercise for humans.

To describe what should be included in a human's balanced diet.

To recognise why hygiene is important and what I must do to be hygienic.

### Living Things and Their Habitats

To compare the differences between things that are living, dead and things that have never been alive.

To identify that most living things live in habitats to which they are suited.

To describe how certain animals are suited to their habitats.

To describe how animals and plants depend on each other in their habitat.

To accurately describe a habitat and micro-habitat using evidence from my research.

To create a simple food chain for habitats in my local environment.

To describe how animals obtain their food from plants and other animals.