

Science Year 1 /2 A 2025-2026

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| Yr1/ 2 A | 1.1 | WDIK— Materials And their properties | Distinguish between an object and the material from which it is made | Identify, name and explain the purpose of a variety of everyday materials including, wood, metal, plastic, glass, water and rock | Compare and group together a variety of everyday materials based on their simple physical properties | Choose the equipment, and question to investigate which material is best for making an umbrella. | Compare objects from observation Measure time using standard units | To Talk about objects which has more or less properties to suit the purpose To be able to record observations using pictures | Assessment | Understanding the use of the material is related to its properties | absorb insulate absorbent opaque rough waterproof manufactured |
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| Sc Enquiry---Yr1 Be able to compare objects based on obvious, observable features e.g., size, shape, colour, texture etc. Talk about the number of objects in each group i.e., which has more or less Identify the question to investigate from a scenario or choose a question from a range provided | | | | | | Knowledge—Yr1 Be able to explain the purpose of different materials | | | | | |
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| Sc Enquiry---Yr2 Choose equipment to use and decide what to do to answer the question When appropriate, measure using standard units where all the numbers are marked on the scale Record data pictorially or by taking photographs | | | | | | Knowledge---Yr2 Be able to explain how properties help decide the materials' purpose | | | | | |
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| Yr1 /2 A | 1.2 | WDIK— Seasons | Make observations linked to how weather and clothing are related, consolidating insulate and absorb | Be able to present what they learnt verbally, using pictures of symbols to show the weather | Choose what to observe when Investigating which material will make the darkest shadows | Make observations when Investigating shadows and their shapes | Record data in simple prepared tables, pictorially or by taking photographs Plot a graph to observe weather conditions | Assessment | Understand weather changes daily and climate is the weather over a long period over a large area. Shadow is formed when the material blocks the light | shadow climate weather overcast temperature sleet snow seasons |
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| Sc Enquiry---Yr1 Make observations linked to answering the question Record data pictorially or by taking photographs | | | | | | Knowledge—Yr1 Be able to present what they learnt verbally, using pictures or block diagrams | | | | | |
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| Sc Enquiry---Yr2 Record data in simple prepared tables Choose what to observe or measure to answer the question | | | | | | Knowledge---Yr2 Give reasons why it is difficult to predict the weather | | | | | |
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| Yr1/ 2 A | 2.1 | WDIK— Animals | Sort animals according to their food habits and habitats using and completing Venn diagrams | Sort animals according to the presence of backbone or not using and completing the Venn Diagram | Use and complete simple keys to classify vertebrates and invertebrates | Give at least two different characteristics to classify animals | Investigate minibeast habitats Look for patterns and ask questions to explain your observations | Assessment | Animals can be grouped based on their food habits and the presence or absence of a backbone Be able to sort and classify using keys | Invertebrate vertebrate amphibian bird fish mammals reptiles |
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| Sc Enquiry---Yr1 Be able to use a simple key to classify Be able to compare organisms based on obvious, observable features e.g., size, shape, colour, texture etc. Sort objects and living things into two groups using a basic Venn diagram | | | | | | Knowledge—Yr1 Able to give at least two different characteristics to classify animals and minibeasts | | | | | |
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| Sc Enquiry---Yr2 Sort objects and living things into two groups using a basic Venn diagram by suggesting the labels for the Venn diagram Ask a question that is looking for a pattern based on observations Be able to complete simple keys to classify | | | | | | Knowledge---Yr2 Be able to explain why different animals live in different places | | | | | |
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| Yr1/ 2 A | 2.2 | WDIK— The human body and its parts | Ask simple questions and give answers about how our sense organs help us | Investigation— Look for patterns between people e.g. Do people with big hands have big feet? | To be able to answer their questions using simple sentences when Investigating How the body changes as we grow | Investigate functions of Senses and present findings using simple sentences or verbally | Investigate What is impairment | Assessment | To know the functions of our 5 senses What does growth mean | impairment teeth elbow sight thumb toes |
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| Sc Enquiry---Yr1 Ask one or two simple questions linked to a topic Present what they have learnt verbally or using pictures Be able to answer their questions using simple sentences | | | | | | Knowledge—Yr1 Be able to state functions of 5 senses. | | | | | |
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| Sc Enquiry---Yr2 Ask a question that is looking for a pattern based on observations Present what they learnt using simple sentences | | | | | | Knowledge—Yr2 Be able to explain what animals need to grow | | | | | |
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| Yr1/ 2 A | 3.1/ 3.2 | WDIK— Plants | Name and label parts of a plant Root, stem, leaves, trunk, branch, flower, bulb. | Importance of plants Know the functions of a root | Plan an investigation to find out what conditions are essential for seeds to grow | Grow plants from other parts of a plant other than using seeds | Benefits of eating fruits and vegetables on our health | Assessment | To know and label the parts of the plant (leaves, trunk, flowers, stem, root, branch, bulb) To know the functions of root To know what a plant needs to grow and that we can grow plants from seeds and other parts of a plant | nutrition timber bulb deciduous evergreen shoot wild |
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| Sc Enquiry Present what they learnt verbally or using pictures Ask a question that is looking for a pattern based on observations | | | | | | Knowledge Be able to label parts of a plant and give the function of a root of a plant | | | | | |
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| Sc Enquiry---Yr2 Identify the question to investigate from a scenario or choose a question from a range provided Answer their question in simple sentences using their observations or measurements | | | | | | Knowledge—Yr2 Give functions of root, stem and leaves | | | | | |
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