

'Thus says God, the LORD, who created the heavens and stretched them out, who spread out the earth and what comes from it, who gives breath to the people on it and spirit to those who walk in it.' Isaiah (42:5)

At St Meriadoc CE Infant Academy our Science Curriculum follows the National Curriculum. Our school ethos celebrates all aspects of school life and endeavours to provide positive experiences for all pupils. This is reflected in our vison and mission statements.

The main aim is to enable pupils to observe, question and be curious about their surroundings and the world in which they live. Throughout their learning, pupils will be taught different types of scientific enquiry and guided how best to put them into practice. The types of scientific enquiry are as follows: observing changes over time, noticing patterns, grouping and classifying, carrying out simple tests and using secondary sources.

We believe that vocabulary underpins scientific understanding; at St Meriadoc CE Infant Academy we equip our pupils with scientific terminology, allowing them to effectively communicate their findings and understanding. These skills not only help our pupils become scientists, it also enables them to use these skills and vocabulary to further access the rest of the curriculum.



We enrich our science curriculum by varying the ways in which we reach our learning objectives through our exciting and engaging topics. By doing so, we can take a child's imagination and curiosity to the next level. Teaching different aspects of science through topic work and discretely, we believe, gives pupils the best of both structure and freedom in their learning, allowing them to apply their scientific knowledge to abstract contexts.

Outdoor learning is instilled in our ethos as a school and each year group receive sustainability lessons in our polytunnel. Children learn through hands on investigation and memories which bring their learning to life. They are able to use skills they have acquired in the classroom and apply these to real world scenarios. We believe that by integrating these three different approaches we are able to give children a broad and balanced introduction to science: igniting their passion, encouraging curiosity, promoting a love of learning as well as the world and phenomena around them. In doing this we know that when children leave St Meriadoc CE Infant Academy they are equipped to access and thrive in future scientific learning.

The Science Lead is responsible for supporting colleagues in their teaching, keeping them informed of current developments in the subject, and by providing a strategic lead and direction for Science including following the school's robust system for monitoring and assessing Foundation subjects for Science.





Our children are supported through our five chosen rights from the United Nations Convention on the Rights of the Child and our core Christian Values, all embodied through our vision of **Let Your Light Shine** and our mission statement:

'With God's love, our Christian values and our broad and aspirational curriculum we:

Shine our light on ourselves

Shine our light on others

Shine our light on our community and the wider world.'

Rights and Respect

At St Meriadoc CE Infant Academy, we are proud to teach and promote children's rights. We learn about our five chosen rights from the United Nations Convention on the Rights of the Child:

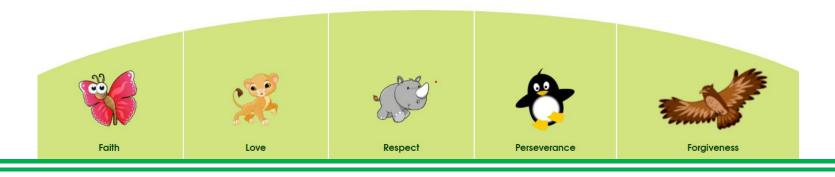
A12:	A15:	A28:	A29:	A31:
Right to a voice	Right to a faith	Right to an education	Right to be the best you can be	Right to relax and play

Our School Council: Rights Ambassadors support that all children receive their rights across all areas of school life.

In addition to our five school rights, we reference other rights from the convention where appropriate and purposeful links can be made to support learning. Such as in Science when teaching about healthy living, we refer to Article 24 – the right to nutritious food and clean water. As with all areas of the curriculum, when planning, we also use our school Ethos document to weave Rights, British Values and RSHE teaching to ensure a holistic approach, rather than these areas being taught as 'add ons'.

Christian Values

Our whole school ethos is underpinned by our core Christian Values of Faith, Love, Respect, Perseverance and Forgiveness. In Science, we further explore these values such as exploring how different scientist have persevered and made new discoveries and advances due to this quality.







Intent	Implementation	Impact
(curriculum design, coverage and	(curriculum delivery, teaching and assessment)	(attainment and progress)
appropriateness)		
appropriateness) The aim of the Science curriculum is to ensure all children: Develop an understanding of the world around them. Develop an investigative approach which can be applied across the curriculum. Understand different areas of scientific enquiry and their uses. To develop basic scientific language. To develop independent learning behaviours through choice and challenge. Become confident, curious and passionate learners.	Termly topics have been designed to incorporate the science curriculum and ensure coverage. • Children are made aware when they are learning aspects of science and how it is in everything we do. • Teachers have access to CPD to improve their confidence and ability to teach science effectively. • Children will be assessed termly to ensure gaps are being filled. • Progression and coverage is monitored closely to ensure continuation from EYFS to Year Two. • Curriculum leaders work alongside teachers from each year group to ensure the quality of teaching throughout the school.	Enthusiastic, excited and curious children. Children will become more inquisitive, have a greater understanding of the world around them and will have the vocabulary to begin to communicate this. Children are able to use different methods of scientific enquiry. Children's progress is tracked using our Foundation assessment grids, using the skills progression assessment records too. Any areas of development will have been identified. Internal moderation of books provides evidence of consistent teaching and
 Progress from EYFS to Year Two and form a solid base to enter into KS2. Cover the key aspects of the science national curriculum in engaging, immersive topics. Receive high quality science lessons, taught by confident teachers. Access a range of scientific equipment and understand how it is used 	 Resources are checked to ensure they are suitable, appropriate and useful. Our robust foundation subject monitoring system, includes planning scrutiny, book looks, subject data analysis, subject coverage checks, lesson observations and pupil conferencing will enable the curriculum leaders to check coverage and progression. 	opportunities where all pupils have access to science and scientific enquiry. • Children are able to apply reasoning, enquiry and communication skills to all aspects of their life. • Children are equipped with the scientific knowledge which will enable them to understand the uses of science today and how vital it is to the world's future prosperity





<u>Science - Skills and knowledge components: Progression document building from previous year's learning</u>

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working Scientifically	Area of learning: Understanding the World Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them.	Ask simple questions when prompted Make relevant observations Perform simple tests, with support Identify and classify Use observations and ideas to suggest answers to questions With prompting, suggest how findings could be recorded	Ask simple questions and recognise that they can be answered in different ways Observe closely, using simple equipment Perform simple tests Identify and Classify Use their observations and ideas to suggest answers to questions Gather and	Ask relevant questions when prompted Set up simple practical enquiries, comparative and fair tests Make systematic observations using simple equipment With prompting, use various ways of recording, grouping and displaying evidence	Ask relevant questions and using different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of	With prompting, plan different types of scientific enquiries to answer questions With prompting, recognise and control variables where necessary Select, with prompting, and use appropriate equipment to take readings Take precise measurements using standard units	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate





help in answering findings could be questions reported With prompting, suggest conclusions from enquiries and process repeat and data loggers and data loggers readings increasing complexity using scientific diagrams, keys, tables and charts to help in answering questions or to support their findings. Use the findings could be thermometers or further questions to investigate with prompting, suggests conclusions from enquiries and data loggers and data loggers readings increasing complexity using scientific diagrams and labels, caterific diagrams, keys, tables and charts to help in answering questions or to support their findings. Suggest possible improvements or further questions to investigate Net and recording data and rescording and present fadings increasing complexity using scientific diagrams, keys, tables and charts to make predictions to serve from enquiries, including oral relationships from enquiries, including oral and written explanations, of investigate Net and ata loggers Record data using labelled diagrams, keys, tables and charts to make predictions to serve from enquiries, including oral relationships and explorations or orally and in written explanations, displays or questions or investigate Net and ata loggers Record data using labelled diagrams, keys, tables and charts to mexit to mexit to mexit to mexit to mexit to mexit to make predictions to serve from enquiries, including oral relationships and explanations, and written explanations, displays or questions or investigate Net and and record data and record data using labelled diagrams, keys, tables and charts to mexit to mexi	riad <u>oc</u>					St
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У				results and	all results may	forms such as
				conclusions	be trustworthy	displays and
						other
				Use results to	Suggest how	presentations
				draw simple	evidence can	
				conclusions,	support	Identify scientific
				make	conclusions	evidence that
				predictions for		has been used to
				new values,	Suggest further	support or
				suggest	comparative or	refute ideas or
				improvements	fair tests	arguments
				and raise further		
				questions		
				Identify		
				differences,		
				similarities or		
				changes related		
				to simple		
				scientific ideas		
				and processes		
				Use		
				straightforward		
				scientific		
				evidence to		
				answer		
				questions or to		
				support their		
				findings.		
Plants	Identify and	Observe and	Identify and			
	name a variety	describe how	describe the			





St. Meriadoc CE Infant Acodeny				St.Meriadoc
	of common wild	seeds and bulbs	functions of	CE Infant Academy
	and garden	grow into	different parts of	
	plants, including	mature plants	flowering plants:	
	deciduous and		roots,	
	evergreen trees	Find out and	stem/trunk,	
		describe how	leaves and	
	Identify and	plants need	flowers	
	describe the	water, light and		
	basic structure	a suitable	Explore the	
	of a variety of	temperature to	requirements of	
	common	grow and stay	plants for life	
	flowering plants,	healthy	and growth (air,	
	including trees		light, water,	
			nutrients from	
			soil, and room to	
			grow) and how	
			they vary from	
			plant to plant	
			Investigate the	
			way in which	
			water is	
			transported	
			within plants	
			Explore the part	
			that flowers play	
			in the life cycle	
			of flowering	
			plants, including	
			pollination, seed	





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			formation and			
			seed dispersal			
Animals	Identify and	Notice that	Identify that	Describe the	Describe the	Identify and
including	name a variety	animals,	animals,	simple functions	changes as	name the main
humans.	of common	including	including	of the basic	humans develop	parts of the
	animals	humans, have	humans, need	parts of the	to old age	human
	including fish,	offspring which	the right types	digestive system		circulatory
	amphibians,	grow into adults	and amount of	in humans		system, and
	reptiles, birds		nutrition, and			describe the
	and mammals	Find out about	that they cannot	Identify the		functions of the
		and describe the	make their own	different types		heart, blood
	Identify and	basic needs of	food; they get	of teeth in		vessels and
	name a variety	animals,	nutrition from	humans and		blood
	of common	including	what they eat	their simple		
	animals that are	humans, for		functions		Recognise the
	carnivores,	survival (water,	Identify that			impact of diet,
	herbivores and	food and air)	humans and	Construct and		exercise, drugs
	omnivores		some other	interpret a		and lifestyle on
		Describe the	animals have	variety of food		the way their
	Describe and	importance for	skeletons and	chains,		bodies function
	compare the	humans of	muscles for	identifying		
	structure of a	exercise, eating	support,	producers,		Describe the
	variety of	the right	protection and	predators and		ways in which
	common animals	amounts of	movement	prey		nutrients and
	(fish,	different types				water are
	amphibians,	of food, and				transported
	reptiles, birds	hygiene				within animals,
	and mammals					including
	including pets)					humans
	Identify, name,					
	draw and label					



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	the basic parts			
	of the human			
	body and say			
	which part of			
	the body is			
	associated with			
	each sense			
Everyday	Distinguish	Identify and		
Materials	between an	compare the		
	object and the	suitability of a		
	material from	variety of		
	which it is made	everyday		
		materials,		
	Identify and	including wood,		
	name a variety	metal, plastic,		
	of everyday	glass, brick, rock,		
	materials,	paper and		
	including wood,	cardboard for		
	plastic, glass,	particular uses		
	metal, water,	particular uses		
	and rock	Find out how the		
	and rock	shapes of solid		
	Dogarile a Alac			
	Describe the	objects made		
	simple physical	from some		
	properties of a	materials can be		
	variety of	changed by		
	everyday	squashing,		
	materials	bending,		
		twisting and		
	Compare and	stretching		
	group together a			
	variety of			





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cadenly	,	everyday				
		materials on the				
		basis of their				
		simple physical				
		properties				
-	Seasonal	Observe changes				
	Changes	across the 4				
	Changes	seasons				
		Seasons				
		Observe and				
		describe				
		weather				
		associated with				
		the seasons and				
		how day length				
Ļ		varies				
	Living things and		Explore and	Recognise that	Describe the	Describe how
	their habitats		compare the	living things can	differences in	living things are
			differences	be grouped in a	the life cycles of	classified into
			between things	variety of ways	a mammal, an	broad groups
			that are living,		amphibian, an	according to
			dead, and things	Explore and use	insect and a bird	common
			that have never	classification		observable
			been alive	keys to help	Describe the life	characteristics
				group, identify	process of	and based on
			Identify that	and name a	reproduction in	similarities and
			most living	variety of living	some plants and	differences,
			things live in	things in their	animals.	including micro-
			habitats to	local and wider	ariiriais.	organisms,
			which they are	environment		plants and
			suited and	environinent		animals
						aiiiillais
			describe how			





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adoc	different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other	Recognise that environments can change and that this can sometimes pose dangers to living things	Give reasons for classifying plants and animals based on specific characteristics
	Identify and name a variety of plants and animals in their habitats, including microhabitats		
	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		



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Rocks	Compare and	CE Infant Academy
	group together	
	different kinds	
	of rocks on the	
	basis of their	
	appearance and	
	simple physical	
	properties	
	Describe in	
	simple terms	
	how fossils are	
	formed when	
	things that have	
	lived are trapped	
	within rock	
	Recognise that	
	soils are made	
	from rocks and	
	organic matter	
Light	Recognise that	Recognise that
	they need light	light appears to
	in order to see	travel in straight
	things and that	lines
	dark is the	
	absence of light	Use the idea
		that light travels
	Notice that light	in straight lines
	is reflected from	to explain that
	surfaces	objects are seen
		because they





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nt Academy	Recognise that		give out or
	light from the		reflect light into
	sun can be		the eye
	dangerous and		
	that there are		Explain that we
	ways to protect		see things
	their eyes		because light
			travels from light
	Recognise that		sources to our
	shadows are		eyes or from
	formed when		light sources to
	the light from a		objects and then
	light source is		to our eyes
	blocked by an		
	opaque object		Use the idea
			that light travels
	Find patterns in		in straight lines
	the way that the		to explain why
	size of shadows		shadows have
	change		the same shape
			as the objects
			that cast them
Forces and	Compare how	Explain that	
Magnets	things move on	unsupported	
	different	objects fall	
	surfaces	towards the	
		Earth because of	
	Notice that	the force of	
	some forces	gravity acting	
	need contact	between the	
	between 2		
	objects, but		





			1	
St.Meriac	loc	 		St. Meriadoc
		magnetic forces	Earth and the	, i
		can act at a	falling object	
		distance		
			Identify the	
		Observe how	effects of air	
		magnets attract	resistance,	
		or repel each	water resistance	
		other and attract	and friction, that	
		some materials	act between	
		and not others	moving surfaces	
		Compare and	Recognise that	
		group together a	some	
		variety of	mechanisms	
		everyday	including levers,	
		materials on the	pulleys and	
		basis of whether	gears allow a	
		they are	smaller force to	
		attracted to a	have a greater	
		magnet, and	effect	
		identify some		
		magnetic		
		materials		
		Describe		
		magnets as		
		having 2 poles		
		Predict whether		
		2 magnets will		
		attract or repel		
		each other,		
		cacii otiici,		





depending on which poles are facing **Properties and** Compare and Compare and changes of group materials group together materials together, everyday materials on the according to basis of their whether they are solids, properties, liquids or gases including their hardness, solubility, Observe that some materials transparency, conductivity change state when they are (electrical and thermal), and heated or cooled, and response to measure or magnets research the temperature at Know that some which this materials will happens in dissolve in liquid degrees Celsius to form a solution, and (°C) describe how to Identify the part recover a substance from played by a solution evaporation and condensation in the water cycle Use knowledge and associate of solids, liquids the rate of and gases to





Meriadoc				9	St. Meria
E Infant Acodemy		eva	•	decide how	CE Infant Acoc
		ten	nperature	mixtures might	
				be separated,	
				including	
				through filtering,	
				sieving and	
				evaporating	
				Give reasons,	
				based on	
				evidence from	
				comparative and	
				fair tests, for the	
				particular uses	
				of everyday	
				materials,	
				including metals,	
				wood and plastic	
				Demonstrate	
				that dissolving,	
				mixing and	
				changes of state	
				are reversible	
				changes	
				Explain that	
				some changes	
				result in the	
				formation of	
				new materials,	
				and that this	





ria d					2	64	Mer
riad Academ	OC.				kind of change is	3	E Infant /
					not usually		
					reversible,		
					including		
					changes		
					associated with		
					burning and the		
					action of acid on		
					bicarbonate of		
					soda		
	Sound			Identify how			
				sounds are			
				made,			
				associating some			
				of them with			
				something			
				vibrating			
				Recognise that			
				vibrations from			
				sounds travel			
				through a			
				medium to the			
				ear			
				Find patterns			
				between the			
				pitch of a sound			
				and features of			
				the object that			
				produced it			





- In the s			C1.14
riadoc nt Acadeny		Find patterns	St. Mei
		between the	
		volume of a	
		sound and the	
		strength of the	
		vibrations that	
		produced it	
		Recognise that	
		sounds get	
		fainter as the	
		distance from	
		the sound	
		source increases	
Electricity		Identify common	Associate the
		appliances that	brightness of a
		run on electricity	lamp or the
		, i	volume of a
		Construct a	buzzer with the
		simple series	number and
		electrical circuit,	voltage of cells
		identifying and	used in the
		naming its basic	circuit
		parts, including	
		cells, wires,	Compare and
		bulbs, switches	give reasons for
		and buzzers	variations in
		and buzzers	how
		Idontify.whather	
		Identify whether	components
		or not a lamp	function,
		will light in a	including the
		simple series	brightness of





·		
	circuit, based on	bulbs, the
	whether or not	loudness of
	the lamp is part	buzzers and the
	of a complete	on/off position
	loop with a	of switches
	battery	
		Use recognised
	Recognise that a	symbols when
	switch opens	representing a
	and closes a	simple circuit in
	circuit and	a diagram
	associate this	
	with whether or	
	not a lamp lights	
	in a simple series	
	circuit	
	0.754.75	
	Recognise some	
	common	
	conductors and	
	insulators, and	
	associate metals	
	with being good	
	conductors	
Earth and Space		ibe the
Lai tii aliu Space		ment of
		arth and
		planets
		ve to the
		the solar
	syste	m





oc	 	_	 	St
Ÿ			Describe the	
			movement of	
			the moon	
			relative to the	
			Earth	
			Describe the	
			sun, Earth and	
			moon as	
			approximately	
			spherical bodies	
			Use the idea of	
			the Earth's	
			rotation to	
			explain day and	
			night and the	
			apparent	
			movement of	
			the sun across	
			the sky	
Evolution and				Recognise that
Inheritance				living things
				have changed
				over time and
				that fossils
				provide
				information
				about living
				things that
				inhabited the

	Science	
St.Meriadoc CC tream Academy		Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways
		and that adaptation may lead to evolution

Foundation Stage - Nursery and Reception - some of the wonderful things we do in Science (UtW) at St Meriadoc CE Infant Academy

• Investigate the colours of nature around our environment





- Visit the park termly and record the changes in the environment through creating a Seasons snapshot photograph child photographed in the place and observe the changes.
- Explore change of state using The Gingerbread Man story test effects of liquids
- Explore the story of Jack and the Beanstalk to support planting and understanding how/why around growth.
- Explore the story of the Hungry Caterpillar to understand healthy eating, build on from previous topic around colours.
- Use Julia Donaldson stories through continuous provision to explore our natural world (environment and living things) (Stickman, Monkey Puzzle, Snail and the Whale).
- Chinese New Year story (Zodiac) and change of state focus through Chinese cooking and experiments with food.
- · Sort materials for recycling.
- Learn how the invention and evolution of vehicles have helped and improved our way of life.
- Explore light and dark through the story we're going on a bear hunt
- Introduce creatures that live in a familiar environment minibeasts and look after our stick insects.
- Healthy eating and caring for ourselves how have we changed since being a baby?











Reception - Yearly Overview – Skills and knowledge components: Progression document coverage

	<u> Autumn – Colours of Me</u>	Spring – Once Upon a Time	<u>Summer – Marvellous Mystery Tour</u>
Science	Skills Components:	Skills Components:	Skills Components:
Understanding	Follow instructions involving several ideas or	Follow instructions involving several ideas or	Asks questions about aspects of their
the World	actions.	actions.	familiar world such as the place where
	Answer 'how' and 'why' questions about	Answer 'how' and 'why' questions about	they live or the natural world.
	their experiences and in response to events.	their experiences and in response to events.	Can talk about some of the things they
	Understand about a range of healthy food	Understand about a range of healthy food	have observed such as plants, animals,
	and the need for variety in food.	and the need for variety in food.	natural and found objects.
	Asks questions about aspects of their	Asks questions about aspects of their	Can talk about why things happen and
	familiar world such as the place where they	familiar world such as the place where they	how things work.
	live or the natural world.	live or the natural world.	Develop an understanding of growth,
	Can talk about some of the things they have	Can talk about some of the things they have	decay and changes over time
	observed such as plants, animals, natural	observed such as plants, animals, natural	Shows care and concern for living
	and found objects.	and found objects.	things and the environment.
	Develop an understanding of growth, decay	Develop an understanding of growth, decay	Looks closely at similarities,
	and changes over time.	and changes over time.	differences, patterns and change.
	Shows care and concern for living things and	Shows care and concern for living things and	Know about similarities and differences
	the environment.	the environment.	in relation to places, objects, materials
	Looks closely at similarities, differences,	Looks closely at similarities, differences,	and living things.
	patterns and change.	patterns and change.	Talk about the features of their own
	Know about similarities and differences in	Know about similarities and differences in	immediate environment and how
	relation to places, objects, materials and	relation to places, objects, materials and	environments might vary from one
	living things.	living things.	another. Make observations of animals
	Talk about the features of their own	Talk about the features of their own	and plants and explain why some
	immediate environment and how	immediate environment and how	things occur, and talk about changes.
	environments might vary from one another.	environments might vary from one another.	
	Make observations of animals and plants	Make observations of animals and plants	
	and explain why some things occur, and talk	and explain why some things occur, and talk	
	about changes.	about changes.	





Year 1 – some of the wonderful things we do in Science at St Meriadoc CE Infant Academy

- Learn about animals form different regions of the globe during our Heroes and Explorers topic. Explore our local woodland and compare seasonal changes during the term.
- Investigate animals living in the woodland by classifying animals by type herbivore, omnivore and carnivore.
- Watch the process of caterpillar to butterfly in our classrooms and release them.
- Meet the owls from the Screech Owl Sanctuary.
- Visit the woodland and become a plant explorer.
- Learn about mini-beasts and their habitats -look after our school Bug Hotel.
- Learn how the natural world supports life through scavenging, planting and growing.
- Document our understanding of healthy food through creating our own Eatwell plate.
- Investigate what others are already doing to look after our planet and how we can help David Attenborough. Everyone has their own skill even animals
- Investigate the properties of materials during our Castles and Coasts topic building our own trebuchet!

Year 1 - Yearly Overview - National Curriculum and Skills and knowledge components: Progression document coverage

Autumn – Heroes and Explorers	Spring – Into the Woods	Summer – Castles and Coasts
NC objectives:	NC objectives:	NC objectives:
Identify and name a variety of common	Seasonal Changes	Distinguish between an object and the material
animals including fish, amphibians, reptiles,	Day, night, month, seasonal change & year are	from which it is made
birds and mammals	caused by the position and movement of the	Identify and name a variety of everyday materials,
Identify and name a variety of common	Observe changes across the four seasons	including wood, plastic, glass, metal, water and
animals that are carnivores, herbivores and		rock
omnivores	Plants	Describe the simple physical properties of a variety
Describe and compare the structure of a	Identify and name a variety of common wild and	of everyday materials
variety of common animals (fish, amphibians,	garden plants, including deciduous and evergreen	Compare and group together a variety of everyday
reptiles, birds and mammals including pets)	trees	materials on the basis of their simple physical
	Identify and describe the basic structure of a	properties.
	variety of common flowering plants, including trees	





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Identify, name, draw and label the basic parts		E.
of the human body and say which part of the		
body is associated with each sense		
Skills Components:	Skills Components:	Skills Components:
Ask simple questions when prompted	Ask simple questions when prompted	Ask simple questions when prompted
	Make relevant observations	Make relevant observations
Identify, name, draw and label the basic parts	Perform simple tests, with support	Perform simple tests, with support
of the human body and say which part of the	Identify and classify	Use observations and ideas to suggest answers to
body is associated with each sense	Use observations and ideas to suggest answers to	questions
	questions	With prompting, suggest how findings could be
	With prompting, suggest how findings could be	recorded
	recorded	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





Year 2 – some of the wonderful things we do in Science at St Meriadoc CE Infant Academy

- Draw on the learning of the lifecycle taught in Y1 and be able to link to creatures found in the rainforest.
- Develop an understanding of food chains and revisit life cycles.
- Compare climate and plants and animals found in the jungle with our local environment.
- Explore how we can make a positive contribution to our local environment and how we can help save the rainforests.
- Continue to develop gardening skills and harvest own plants and vegetables; compare with traditional food grown in South America and investigate the growing of crops sensitivity to climate
- Learn that animals, including humans, have offspring and need to have their basic needs met.
- Compare the similarities and differences of animals that are alive today and understand the difference between the living, dead and never been alive.
- Investigate materials and their properties, with a close focus on choosing materials for the right purpose linked to their properties.

Year 2 - Yearly Overview - National Curriculum and Skills and knowledge components: Progression document coverage





Autumn – Kernow bys vyken	Spring – Fire! Fire!	Summer – Down in the Jungle
NC objectives: Life exists in a variety of forms and goes through cycle - 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 -Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	NC objectives: -Identify and classify Materials: -Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching Identify and compare the suitability of a variety of everyday materials for particular uses including wood, metal, plastic, glass, brick, rock, paper, and cardboard.	NC objectives: Habitats - 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 - Identify that most living things live in habitats to which they are suited 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. Plants - observe and describe how seeds and bulbs grow into mature plants - Find out and describe how plants need water, light and suitable temperature to grow and stay healthy
Components: - Ask simple questions -Recognise that questions can be answered in different waysObserve closely, using simple equipmentPerform simple tests	Components: - Ask simple questions -Recognise that questions can be answered in different waysObserve closely, using simple equipmentPerform simple tests	Components: - Ask simple questions -Recognise that questions can be answered in different waysObserve closely, using simple equipmentPerform simple tests





- -Gather and record data to help answer questions.
- -Use their observations and ideas to suggest answers to questions.
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