





<b>EYFS/KS1</b> <b>Year 2</b>	<b>Living Things – Animals</b> <ul style="list-style-type: none"> <li>Children know similarities and differences in relation to living things.</li> <li>They make observations of animals and explain why some things occur, and talk about changes.</li> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>notice that animals, including humans, have offspring which grow into adults</li> </ul>	<b>Uses of Materials</b> <ul style="list-style-type: none"> <li>Children know similarities and differences in relation to objects and materials.</li> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<b>Light and Sound</b> <ul style="list-style-type: none"> <li>Children know similarities and differences in relation to places and objects.</li> <li>They talk about the features of their own immediate environment and how environments might vary from one another.</li> <li>name a number of light sources, including the Sun</li> <li>recognise that they cannot see in the dark</li> <li>describe and compare some light sources and explain why it is dangerous to look at the Sun</li> <li>recognise and describe many sounds</li> <li>describe how sounds are generated by specific objects</li> <li>state that they hear sounds through their ears</li> <li>describe what they observe when they move further away from a source of sound</li> <li>make observations or measurements relating to sounds and with help present these in charts</li> </ul>	<b>Changing Materials</b> <ul style="list-style-type: none"> <li>Children know similarities and differences in relation to objects and materials.</li> <li>identify some naturally occurring materials</li> <li>predict and describe how heating can change some materials into new and useful materials and state the dangers of hot water or naked flame</li> <li>describe what happens to water when it is heated and cooled</li> <li>record observations in tables and recognise when simple comparisons are unfair</li> </ul>	<b>Habitats</b> <ul style="list-style-type: none"> <li>Children know similarities and differences in relation to living things.</li> <li>They talk about the features of their own immediate environment and how environments might vary from one another.</li> <li>They make observations of animals and plants and explain why some things occur, and talk about changes.</li> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>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</li> <li>identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>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.</li> </ul>	<b>Growing Plants</b> <ul style="list-style-type: none"> <li>Children know similarities and differences in relation to living things.</li> <li>They make observations of plants and explain why some things occur, and talk about changes.</li> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>
	<b>Keevil</b> <b>Characteristics</b>	Problem Solving: finding new ways to answer questions, developing different approaches when problems arise. Teamwork: taking account of others when approaching a task.	Problem Solving: finding new ways to answer questions, developing different approaches when problems arise. Teamwork: taking account of others when approaching a task.	Problem Solving: finding new ways to answer questions, developing different approaches when problems arise. Teamwork: taking account of others when approaching a task.	Problem Solving: finding new ways to answer questions, developing different approaches when problems arise. Teamwork: taking account of others when approaching a task.	Problem Solving: finding new ways to answer questions, developing different approaches when problems arise. Teamwork: taking account of others when approaching a task.

<b>Lower KS2</b> <b>Year 2</b>	<b>Magnets</b> <ul style="list-style-type: none"> <li>notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>describe magnets as having two poles</li> <li>predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<b>Forces and Friction</b> <ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> </ul>	<b>Materials</b> <ul style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	<b>Humans – skeleton and muscles</b> <ul style="list-style-type: none"> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	<b>Humans – teeth and eating</b> <ul style="list-style-type: none"> <li>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different types of teeth in humans and their simple functions</li> </ul>
	<b>Keevil</b> <b>Characteristics</b>	Team work is important for carrying out group investigations. Problem-solving is an integral part of the scientific process.	Team work is important for carrying out group investigations. Problem-solving is an integral part of the scientific process.	Team work is important for carrying out group investigations. Problem-solving is an integral part of the scientific process.	Team work is important for carrying out group investigations. Problem-solving is an integral part of the scientific process.

<p><b>Upper KS2 Year 2</b></p>	<p><b>Forces and Friction</b></p> <ul style="list-style-type: none"> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul>	<p><b>Humans</b></p> <ul style="list-style-type: none"> <li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>
<p><b>Keevil Characteristics</b></p>	<p>Diligence in presentation Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning</p>	<p>Diligence in presentation Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning</p>	<p>Diligence in presentation Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning</p>	<p>Diligence in presentation Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning</p>