



Hadfield Infant School - Medium Term Progression

Subject - Science	Term - Summer 5
Curriculum Content	
Year 1 - Pets	Year 2 - Mad about Minibeasts
<p><u>Animals</u></p> <ul style="list-style-type: none">Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammalsCarnivores, herbivores, omnivoreDescribe and compare the structure of a variety of common animals including fish, amphibians, reptiles, birds and mammals (pets)Can they point out some of the differences between different animals?Can they sort photographs of living things and non-living things?Can they classify common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates)Can they describe how an animal is suited to its environment?Can they name the parts of an animal's body?Can they name a range of domestic animals?Can they classify animals by what they eat? (carnivore, herbivore, omnivore)Can they compare the bodies of different animals?Can they sort some animals by body covering, eg, scales, fur and skin? <p><u>Y1 Challenge</u></p> <p>Can they begin to classify animals according to a number of given criteria?</p> <ul style="list-style-type: none">Can they point out differences between living things and non-living things?Can they say why certain animals have certain characteristics? <p><u>Working scientifically</u></p> <ul style="list-style-type: none">Can they talk about what they see, touch, smell, hear or taste?Can they use simple equipment to help them make observations?Can they put some information in a chart or table?Can they identify and classify things they observe?Can they think of some questions to ask?Can they answer some scientific questions?Can they give a simple reason for their answers?Can they explain what they have found out?Can they talk about similarities and differences?Can they explain what they have found out using scientific vocabulary?	<p><u>Animals, living things and their habitats</u></p> <ul style="list-style-type: none">Identify and name a variety of plants and animals in their habitats, including micro-habitats;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.Identify and name a variety of plants and animals in their 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 each other.Can they match certain living things to the habitats they are found in?Can they explain the differences between living and non-living things?Can they describe some of the life processes common to plants and animals, including humans?Can they decide whether something is living, dead or non-living?Can they describe how a habitat provides for the basic needs of things living there?Can they describe a range of different habitats?Can they describe how plants and animals are suited to their habitat? <p><u>Y2 Challenge</u></p> <p>Can they name some characteristics of an animal that help it to live in a particular habitat?</p> <p>Can they describe what animals need to survive and link this to their habitats?</p> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none">Can they use <see, touch, smell, hear or taste> to help them answer questions?Can they use some scientific words to describe what they have seen and measured?Can they compare several things? Can they organise things into groups?Can they find simple patterns (or associations)?Can they identify animals and plants by a specific criteria, eg, lay eggs or not; have feathers or not?Can they suggest more than one way of grouping animals and plants and explain their reasons?Can they use text, diagrams, pictures, charts, tables, to record their observationsCan they use information from books and online information to find things out?

- Can they use ICT to show their working?

Recap - Seasonal Changes

NC - Observe changes across the four seasons

Vocabulary

Seasons, months, spring, summer, autumn, winter, day, night, weather, temperature, thermometer, observe, identify, similar, different, changes,

Animals, similar, different, fish, amphibians, reptiles, birds, mammals, characteristics, vertebrates, invertebrates,

food chain, prey, predator, habitat, suitable, adapt, survive, consumer, producer, carnivore, omnivore, herbivore, plants, animals, depend, basic needs, water, food, air, shelter, warmth, living, dead, never been alive. Insects, arachnids, vertebrates, invertebrates,