



Hadfield Infant School - Medium Term Progression

Subject - Science	Term - Spring 4
Curriculum Content	
Year 1 - Spring	Year 2 - Explorers and Survival
<p>Plants & Birds</p> <p>-Identify and name a variety of common, wild and garden plants, including deciduous and evergreen trees;</p> <p>- Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Name common, native birds.</p> <ul style="list-style-type: none"> • Can they name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant? • Can they identify and name a range of common plants and trees? • Can they recognise deciduous and evergreen trees? • Can they name the trunk, branches and root of a tree? • Can they describe the parts of a plant (roots, stem, leaves, flowers)? <p>Y1 Challenge</p> <ul style="list-style-type: none"> • Can they name the main parts of a flowering plant? • Can they sort some plants by those that can be eaten and those that cannot? <p>Working scientifically</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? 	<p>Living things and their habitats - focus cold places</p> <ul style="list-style-type: none"> - 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 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>Y2 Challenge</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>Plants</p> <p>- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Can they describe what plants need to survive?</p> <p>Can they observe and describe how seeds and bulbs grow into mature plants?</p> <p>Can they find out & describe how plants need water, light and a suitable temperature to grow and stay healthy?</p> <p>Y2 Challenge</p> <p>Can they describe what plants need to survive and link it to where they are found?</p> <p>Can they explain that plants grow and reproduce in different ways?</p> <p>Working scientifically</p> <ul style="list-style-type: none"> • 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 carry out a simple fair test?
- Can they explain why it might not be fair to compare two things?
- Can they say whether things happened as they expected?
- Can they suggest how to find things out?
- Can they use prompts to find things out? Can they use information from books and online information to find things out?

Vocabulary

Wild, garden, plants, flowers, seeds, leaf, stem, roots, bud, flower, petals, fruit, bulbs, trees, shrubs, spring, deciduous, evergreen, birds, native, british.

Investigate, experiment, fair test, germination, reproduction, pollination, seed dispersal, growth, seeds, bulbs, sow, conditions, needs, survival, Animals, living, dead, reptiles, birds, mammals, amphibians, fish, features, vertebrates, environment, habitat, carnivore, herbivore, omnivore,