

# Birley Spa Primary Academy - Science Curriculum Progression

|                          | EYFS  | Year 1   |  |
|--------------------------|---|--|--|
| Plants                   | ELG – Understanding The World   | <b>National Curriculum.</b><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>  | <b>National Curriculum.</b><br>Pupils should be taught to: <ul style="list-style-type: none"> <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 environment</li> </ul>   |
|                          | <ul style="list-style-type: none"> <li>Plant seeds and care for growing plants</li> <li>Understand the key features of the life cycle of plants</li> </ul>  | <ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>  | <ul style="list-style-type: none"> <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 environment</li> </ul>  |
| Animals including Humans | ELG – Understanding The World   | <b>National Curriculum.</b><br>Pupils should be taught to: <ul style="list-style-type: none"> <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>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> | <b>National Curriculum.</b><br>Pupils should be taught to: <b>Animals, including humans</b> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including food, water and shelter</li> <li>describe the importance for humans of exercise, eating the right food and staying healthy</li> </ul> <b>Living things and their Habitats</b> <ul style="list-style-type: none"> <li>explore and compare the differences between things that are living and things that are not living</li> <li>identify that most living things live in habitats to which they are adapted</li> <li>identify and name a variety of plants and animals in their habitats</li> <li>describe how animals obtain their food from plants and other animals</li> </ul> |
|                          | <ul style="list-style-type: none"> <li>Name their 5 senses</li> <li>Understand the key features of the life cycle of butterflies</li> <li>Understand that minibeasts have similar features</li> </ul> | <ul style="list-style-type: none"> <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>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>  | <ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow into adults</li> <li>Find out about and describe the basic needs of animals, including food, water and shelter</li> <li>Describe the importance for humans of exercise, eating the right food and staying healthy</li> <li>Explore and compare the difference between things that are living and things that are not living</li> <li>Identify that most living things live in habitats to which they are adapted</li> <li>Identify and name a variety of plants and animals in their habitats</li> <li>Describe how animals obtain their food from plants and other animals</li> </ul>   |

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|                                       |  |  |   |
|---------------------------------------|--|--|---|
| <b>Materials and States of Matter</b> | <b>ELG – Understanding The World</b>   | <b>National Curriculum</b><br>Pupils should be taught to:<br><b>Everyday Materials</b> <ul style="list-style-type: none"> <li>• distinguish between an object and the material from which it is made</li> <li>• identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>• describe the simple physical properties of a variety of everyday materials</li> <li>• compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> | <b>National Curriculum</b><br>Pupils should be taught to:<br><b>Uses of Materials</b> <ul style="list-style-type: none"> <li>• identify and compare the suitability of a variety of everyday materials for particular uses</li> <li>• find out how the shapes of solid objects made from some materials are related to their uses.</li> </ul> |
|                                       | <ul style="list-style-type: none"> <li>• Talk about and sort collections of natural materials beginning to use their senses</li> <li>• Investigate floating and sinking</li> <li>• Talk about why things happen and how things work in relation to traditional tales (eg why did the chair break when Goldilocks sat on it?)</li> </ul>  | <ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made</li> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>• Describe the simple physical properties of a variety of everyday materials</li> <li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>  | <ul style="list-style-type: none"> <li>• Identify and compare the suitability of a variety of everyday materials for particular uses.</li> <li>• Find out how the shapes of solid objects made from some materials are related to their uses.</li> </ul>  |
| <b>Seasons</b>                        | <ul style="list-style-type: none"> <li>• Understand the effect of seasons on the natural world, discussing when and how things grow and what clothes you wear in different seasons.</li> <li>• Begin to recognise the features of changing seasons and the affect that this has on us.</li> <li>• Begin to understand change over time (continuing to care for the plants they have planted in the garden).</li> </ul> | <b>National Curriculum</b><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>• observe changes across the four seasons</li> <li>• observe and describe weather associated with the seasons and how day length varies.</li> </ul>   |   |
| <b>Working Scientifically</b>         |  | <b>National Curriculum</b> <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions</li> </ul>   |   |

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| EYFS End Points                            |   |
|--|---|
| Communication and Language                 | <ul style="list-style-type: none"> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>• Learn new vocabulary.</li> <li>• Ask questions to find out more and to check what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Use new vocabulary in different contexts.</li> </ul>   |
| Personal, Social and Emotional Development | <ul style="list-style-type: none"> <li>• Make healthy choices about food, drink, activity and toothbrushing.</li> <li>• Know and talk about the different factors that support their overall health and wellbeing:               <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- toothbrushing</li> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul> </li> </ul>  |
| Understanding the World                    | <ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Explore how things work.</li> <li>• Plant seeds and care for growing plants.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Explore and talk about different forces they can feel.</li> <li>• Talk about the differences between materials and changes they notice.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel while they are outside.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul> |

| Year 1 Areas of Study  |   |   |  |   |  |  |
|--|---|---|--|---|--|--|
| Half Term Coverage   | To be taught throughout the year  |   |  |   |  |  |
| Topic  | Seasonal Changes (to be completed throughout the year)  | Everyday materials  | Animals, including humans  | Plants  | Seasonal Changes   |  |
| Key Knowledge  | <ul style="list-style-type: none"> <li>Knows when each of the four seasons occurs.</li> <li>Knows what the features of autumn are and what happens to trees in this season.</li> <li>Knows that days are longer in summer (sunshine hours) than in winter.</li> <li>Observe changes across the four seasons.</li> </ul>   | <ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made.</li> <li>Can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li> <li>Describe the simple physical properties of a variety of everyday materials.</li> <li>Know how the properties of a material can make it useful for a range of different purposes (for example, plastic is waterproof so it can be used to coat fabric for clothing but can also be used for outdoor play equipment).</li> <li>knows why and how the properties of materials make them particularly useful for specific purposes (for example, stone is a hard, heavy and durable material so is useful for construction of buildings).</li> <li>knows that different materials can share the same properties (for example glass and plastic can both be transparent).</li> </ul> | <ul style="list-style-type: none"> <li>Knows and can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals e.g. cat, robin, adder, frog, salmon.</li> <li>Knows and can identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>Can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> <p><i>For instance: The Skelton Dance - <a href="https://www.youtube.com/watch?v=e54m6XOpRgU">https://www.youtube.com/watch?v=e54m6XOpRgU</a></i></p>  | <ul style="list-style-type: none"> <li>Knows and can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>Knows and can identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>   | <ul style="list-style-type: none"> <li>Knows about and can describe weather in different seasons over a year.</li> <li>Knows and can describe the features of different seasons and how they change through the year</li> </ul>  |  |
| Cross Curricular Links (Examples)  | <ul style="list-style-type: none"> <li>Maths: Creation of a pictogram</li> <li>Art: Create seasonal artwork</li> </ul>  | <ul style="list-style-type: none"> <li>D&amp;T: Children attempt to create a waterproof roof for a lego model</li> </ul>  | <ul style="list-style-type: none"> <li>P.E. investigate the effects of exercise on the human body.</li> <li>Art - Animal sculptures</li> <li>Maths - non-standard measurements of parts of the body.</li> </ul>  | <ul style="list-style-type: none"> <li>Literacy: Writing instructions for how to plant a seed.</li> <li>Art: Create a plant collage and label with key vocabulary.</li> </ul> <p><i>For instance Flower pressing, using pressed flowers and leaves to create collages, bookmarks</i></p>  | <ul style="list-style-type: none"> <li>Maths: Handling (weather) Data</li> <li>Art: Seasonal Artwork</li> </ul>  |  |
| KS1 Skills End Points (Working scientifically): <ul style="list-style-type: none"> <li>Asks simple questions and recognises that they can be answered in different ways.</li> <li>Observes closely, using simple equipment.</li> <li>Performs simple tests.</li> <li>Can identify and classify.</li> <li>Uses their observations and ideas to suggest answers to questions.</li> <li>Gathers and records data to help in answering questions.</li> </ul> | <p><b>FOR INSTANCE</b></p> <ul style="list-style-type: none"> <li>Gather and record data about weather conditions in autumn, drawing on observation and using simple equipment (such as a container to measure rainfall) *.*</li> <li>Use data to create a pictogram and use this to describe changes in day length over the seasons.</li> <li>Use their evidence to describe some other features of the weather, surroundings, themselves, animals, and plants found in autumn.</li> <li>Demonstrate their knowledge in different ways e.g. creating seasonal artwork, creating a pictogram (and use this to ask and answer related questions).</li> </ul> | <ul style="list-style-type: none"> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> <li>Classify objects made of one material in different ways e.g. a group of objects made of metal.</li> <li>Classify one type of object made from a range of materials e.g. a collection of spoons made of different materials.</li> <li>Chosen an appropriate method for testing an object for a particular property.</li> <li>Use their test evidence to answer the questions about properties e.g. Which cloth is the most absorbent?</li> <li>Test the properties of objects e.g. absorbency of cloths, strength of party hats made of different papers, stiffness of paper plates, waterproofness of shelters.</li> </ul>   | <ul style="list-style-type: none"> <li>Make first hand close observations of animals from each of the groups (city farm).</li> <li>Compare the structure of two animals from the same or different group e.g. wings, feathers, vertebrates/invertebrates.</li> <li>Classify animals using a range of features e.g. lay eggs/give birth to live young. herbivore, omnivore (these terms do not have to be explicitly taught).</li> <li>Identify animals by matching statements to named images.</li> <li>Take measurements of parts of the body and present results in a table to interpret.</li> <li>Conduct simple sense experiments. Which part of my body is good for feeling, which is not? Which food/flavours can I</li> </ul> | <ul style="list-style-type: none"> <li>Can sort and group parts of plants using similarities and differences e.g. the shape of leaves, the colour of the flower/blossom.</li> <li>Can use simple charts and Venn diagrams etc. to identify and classify plants.</li> <li>Use photographs and their own observations to talk about how plants change over time (e.g. seed to sapling to tree) and over the year (deciduous and fruit bearing trees). *</li> <li>Plant seeds and observe how they grow and change by making simple observations. *</li> <li>Point to and name the parts of a plant, recognising that they are not always the same e.g. leaves and stems may not be</li> </ul> | <ul style="list-style-type: none"> <li>Collect information about the weather regularly throughout the year**</li> <li>Present this information in tables and charts to compare the weather across the seasons.</li> <li>Collect information, regularly throughout the year, of features that change with the seasons e.g. plants, animals, humans.</li> <li>Present this information in different ways to compare the seasons**</li> <li>Gather data about day length regularly throughout the year and present this to compare the seasons.</li> <li>Use gathered evidence to describe the general types of weather and changes in day length over the seasons.**</li> <li>Use evidence to describe some other features of their surroundings, themselves, animals, plants that change over the seasons**</li> <li>Demonstrate knowledge in different ways e.g. creating seasonal artwork.</li> </ul> |  |

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|                           |  |  |   | identify by taste? Which smells can I match?  | green, the leaves are different shapes.   |  |
| School Context (Examples) | <ul style="list-style-type: none"> <li>Children can learn about seasonal change in the school grounds</li> </ul> | <ul style="list-style-type: none"> <li>Identify the materials key local buildings are made from and discuss why those materials have been used.</li> </ul> | <ul style="list-style-type: none"> <li>Senses discussed and explored within school. What do we see, hear, touch, smell and taste every day?</li> <li>Local area - animals at Heeley City farm.</li> </ul> | <ul style="list-style-type: none"> <li>Planting seeds using the outdoor classroom resources.</li> </ul> | <ul style="list-style-type: none"> <li>Children visit the same areas in the school grounds and locality from Autumn term to draw comparison.</li> </ul> |  |

| Year 2 Areas of Study  |   |  |  |   |  |
|--|---|--|--|---|--|
| Half Term Coverage   | To be taught throughout the year  |  |  |   |  |
| Topic  | Use of everyday materials   | Plants   | Animals, including humans  | Living things and their habitats  |  |
| <b>Key Knowledge</b>   | <ul style="list-style-type: none"> <li>Knows and can explain why some materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard are particularly suited to specific purposes.</li> <li>Knows how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> <li>Knows the difference between materials that are transparent, translucent and opaque.</li> </ul> <p>For instance: Morph and his shape changing exploits<br/><a href="https://www.bbc.co.uk/programmes/p013bhgy">https://www.bbc.co.uk/programmes/p013bhgy</a></p>   | <ul style="list-style-type: none"> <li>Knows that plants may grow from either seeds or bulbs.</li> <li>knows that seeds and bulbs can germinate and then grow into seedlings and then continue to grow into mature plants.</li> <li>Knows that mature plants may have flowers which then develop into seeds, berries and fruits etc.</li> <li>knows that seeds and bulbs need to be planted at particular times of the year and will germinate and grow at different rates.</li> <li>knows that some plants are better suited to growing in full sun and some grow better in partial and full shade.</li> <li>Knows that plants need water, light and a suitable temperature to grow and stay healthy</li> </ul> <p>For instance: The Life Cycle of Daffodils.<br/><a href="https://www.youtube.com/watch?v=ZBcw-xK5FEE">https://www.youtube.com/watch?v=ZBcw-xK5FEE</a></p> | <ul style="list-style-type: none"> <li>Can describe how animals including humans have offspring which grow into adults, using the appropriate names for the stages.</li> <li>Knows that to survive animals need sunlight, water, air, food and a suitable habitat (including shelter for protection from predators and the environment.</li> </ul> <p>For instance: What do Humans Need To Stay Healthy?<br/><a href="http://www.bbc.co.uk/guides/zxvkd2p#ztbdjxs">http://www.bbc.co.uk/guides/zxvkd2p#ztbdjxs</a></p>   | <ul style="list-style-type: none"> <li>Knows and can explain the differences between things that are living, dead, and things that have never been alive.</li> <li>Knows that most living things live in habitats to which they are suited.</li> <li>Knows and can 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>Knows and can name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>Knows and can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and make the different sources of food.</li> </ul> <p>For instance: What is A Food Chain?<br/><a href="https://www.bbc.com/education/clips/z96r82p">https://www.bbc.com/education/clips/z96r82p</a></p> |  |
| <b>Cross Curricular Links (Examples)</b>   | Maths: Investigate the transparency of objects, recording class data in a table and drawing simple conclusions from the findings.   | Maths: Can use simple charts and Venn diagrams etc. to identify and classify plants.   | <ul style="list-style-type: none"> <li>Literacy: Refer back to Y1 text; The Hungry Caterpillar</li> <li>PE: investigation into the effects of physical exercise</li> <li>Literacy: Creation of pet owner's guide</li> </ul>  | Art: Charcoal drawing of Animals in their habitats  |  |
| <b>KS1 Skills End Points (Working scientifically):</b>   | <b>Key Skills</b>   |  |  |   |  |
| <ul style="list-style-type: none"> <li>Asks simple questions and recognises that they can be answered in different ways.</li> <li>Observes closely, using simple equipment.</li> <li>Performs simple tests.</li> <li>Can identify and classify.</li> <li>Uses their observations and ideas to suggest answers to questions.</li> <li>Gathers and records data to help in answering questions.</li> </ul> | <ul style="list-style-type: none"> <li>Classify and sort materials by their properties e.g. manmade, natural.</li> <li>Investigate and observe what happens to different materials during testing and use this to inform explanation of their properties.</li> <li>Investigate which materials are fit for a purpose e.g. What is the best material for an umbrella?</li> <li>Explain from their observations how materials change when a force is exerted on them by squashing, bending, twisting and stretching.</li> <li>Investigate the transparency of objects, recording class data in a table and drawing simple conclusions from the findings.</li> <li>Ask and answer questions about everyday materials.</li> </ul> | <ul style="list-style-type: none"> <li>Make close observations of seeds and bulbs.</li> <li>Classify seeds and bulbs.</li> <li>Research and plan when and how to plant a range of seeds and bulbs.</li> <li>Look after the plants as they grow – weeding, thinning, watering etc.</li> <li>Make close observations and measurements of their plants growing from seeds and bulbs.</li> <li>Make comparisons between plants as they grow.</li> <li>Can spot similarities and difference between bulbs and seeds.</li> </ul>   | <ul style="list-style-type: none"> <li>Ask questions and use secondary sources to find out about the life cycles of some animals.</li> <li>Observe animals growing over a period of time e.g. chicks, caterpillars, a baby.</li> <li>Ask questions of a parent about how they look after their baby.</li> <li>Ask pet owners questions about how they look after their pet.</li> <li>Investigate the effect of exercise on their bodies.</li> <li>Classify food in a range of ways, including using the Eatwell guide.</li> <li>Investigate washing hands, using glitter gel.</li> <li>Describe, using diagrams, the life cycle of some animals, including humans, and their growth to adults e.g. by creating a life cycle book for a younger child.</li> </ul> | <ul style="list-style-type: none"> <li>Explore the outside environment regularly to find objects that are living, dead and have never lived.</li> <li>Classify objects found in the local environment.</li> <li>Observe animals and plants carefully, drawing and labelling diagrams.</li> <li>Create simple food chains for a familiar local habitat from first hand observation and research.</li> <li>Create simple food chains from information given e.g. in picture books (Gruffalo etc.).</li> <li>Can sort into living, dead and never lived.</li> <li>Can give key features that mean the animal or plant is suited to its microhabitat.</li> <li>Using a food chain can explain what animals eat.</li> <li>Can explain in simple terms why an animal or plant is suited to a habitat.</li> </ul>  |  |

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|--|----------------------------------|--|---|---|--|
|  |                                  |  |   | <ul style="list-style-type: none"> <li>● Measure/observe how animals, including humans, grow.</li> <li>● Collate what they know about looking after a baby/animal by creating a parenting/pet owners' guide.</li> <li>● Explain how development and health might be affected by differing conditions and needs being met/not met.</li> </ul>                                    |  |
|  | <b>School Context (Examples)</b> | <ul style="list-style-type: none"> <li>● Children to compare the uses of everyday materials in and around the school with materials found in other places</li> </ul> | <ul style="list-style-type: none"> <li>● Children observe plants and the conditions they are growing in around the school grounds.</li> </ul> <p>Visit to the Botanical Gardens</p> | <ul style="list-style-type: none"> <li>● Use animals in school; chicks in EYFS if available, if not, children to metamorphosis of caterpillar to butterfly in own classroom.</li> <li>● Interview community members (parents, family members) about looking after a baby and/or a pet</li> <li>● Refer to school dinner menu; each day provides from each food group</li> </ul> | <ul style="list-style-type: none"> <li>● Exotic animal visit to school</li> </ul> <p>Weston Park Museum Habitats workshop.</p> |

## Y1 End Of Year Expectations:

- Plants
- I name a variety of common wild and garden plants.
  - I name the petals, stem, leaf and root of a plant.
  - I name the roots, trunk, branches and leaves of a tree.
- Animals, including humans
- I name a variety of animals including fish, amphibians, reptiles, birds and mammals.
  - I classify and name animals by what they eat (carnivore, herbivore and omnivore).
  - I sort animals into categories (including fish, amphibians, reptiles, birds and mammals).
  - I sort living and non-living things.
  - I name the parts of the human body that I can see.
  - I link the correct part of the human body to each sense.
- Everyday materials
- I distinguish between an object and the material it is made from.
  - I explain the materials that an object is made from.
  - I name wood, plastic, glass, metal, water and rock.
  - I describe the properties of everyday materials.
  - I group objects based on the materials they are made from.
- Seasonal changes
- I observe and comment on changes in the seasons.
  - I name the seasons and suggest the type of weather in each season.

## Y2 End Of Year Expectations:

- Plants
- I describe how seeds and bulbs grow into plants.
  - I describe what plants need in order to grow and stay healthy (water, light & suitable temperature).
- Animals, including humans
- I explain the basic stages in a life cycle for animals, including humans.
  - I describe what animals and humans need to survive.
  - I describe why exercise, a balanced diet and good hygiene are important for humans.
- Living things and their habitats
- I identify things that are living, dead and never lived.
  - I describe how a specific habitat provides for the basic needs of things living there (plants and animals).
  - I identify and name plants and animals in a range of habitats.
  - I match living things to their habitat.
  - I describe how animals find their food.
  - I name some different sources of food for animals.
  - I explain a simple food chain.
- Uses of everyday materials
- I identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.
  - I suggest why a material might or might not be used for a specific job.
  - I explore how shapes can be changed by squashing, bending, twisting and stretching.