



# **Brough Primary School - Working Scientifically Progression of Skills Year 1&2**

<b>Science Unit &amp; National Curriculum Objectives</b>	<b>Working Scientifically non-negotiables skills (taken from FLIC)</b>	<b>Working Scientifically Skills activities</b>
<p><b><u>Seasonal Changes Year A</u></b> observe changes across the four seasons.</p> <p>observe and describe weather associated with the seasons and how the length of the day varies.</p>	<p>Begin to gather and record data to help in answering questions.</p> <p>Begin to use observations and ideas to suggest answers to questions.</p>	<p>Keep records of how plants have changed over time, for example the leaves falling of trees and buds opening;</p> <p>Compare and contrast how different plants changes over time. (Choose one evergreen tree, too).</p> <p>Work with weather charts and thermometers.</p>
<p><b><u>Living things and their habitats Year A</u></b> explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>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.</p>	<p>Identify and classify.</p> <p>Gather and record data to help in answering questions.</p>	<p>Sort and classify things according to whether they are living, dead or were never alive, and record findings using charts</p>
<p><b><u>Everyday Materials Year A</u></b> distinguish between an object and the material from which it is made</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p>	<p>Begin to observe closely, using simple equipment.</p> <p>Begin to ask simple questions and recognise that they can be answered in different ways.</p>	<p>Test each of the materials to find out about their qualities (hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent.</p> <p>Explore and experiment with a wide variety of materials.</p>



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<p>describe the simple physical properties of a variety of everyday materials</p> <p>compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Begin to gather and record data to help in answering questions.</p> <p>Begin to perform simple tests.</p>	<p>Perform simple tests to explore questions such as: 'What is the best material for .....?'</p>
<p><b><u>Uses of everyday materials Year A</u></b></p> <p>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p>Gather and record data to help in answering questions.</p> <p>Ask simple questions and recognise that they can be answered in different ways.</p> <p>Observe closely, using simple equipment.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>Gather and record data to help in answering questions.</p> <p>Perform simple tests.</p>	<p>Compare the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories)</p> <p>Observe closely, identifying and classifying the uses of different materials, and record observations.</p>
<p><b><u>Animals, including humans Year B</u></b></p> <p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p>	<p>Begin to observe closely, using simple equipment.</p> <p>Begin to identify and classify.</p>	<p>Use observations to compare and contrast animals at first hand or through videos and photographs.</p> <p>Describe how they identify and group them (grouping animals according to what they eat)</p>



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<p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Begin to use observations and ideas to suggest answers to questions</p>	<p>Use senses to compare different textures, sounds and smells.</p>
<p><b><u>Animals, including humans Year B</u></b></p> <p>notice that animals, including humans, have offspring which grow into adults.</p> <p>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Gather and record data to help in answering questions.</p> <p>Observe closely, using simple equipment.</p> <p>Use observations and ideas to suggest answers to questions.</p>	<p>Conduct a survey to see how many children eat at least one piece of fruit each day and which is the most popular fruit.</p> <p>Observe, asking questions about what humans need to stay healthy.</p>
<p><b><u>Plants Year B</u></b></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>Begin to observe closely, using simple equipment</p> <p>Begin to identify and classify.</p> <p>Begin to gather and record data to help in answering questions</p>	<p>Observe plants closely, using magnifying glasses.</p> <p>Compare and contrast familiar plants</p> <p>Describe how they were able to identify and group plants.</p> <p>Draw diagrams showing the parts of different plants and trees</p>



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<p><b><u>Plants Year B</u></b> observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Observe closely, using simple equipment.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>Perform simple tests.</p> <p>Ask simple questions and recognise that they can be answered in different ways.</p>	<p>Observe and record the growth of a variety of plants as they change over time from a seed or bulb,</p> <p>Or observe similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.</p> <p>Present children with plants that are healthy, light-starved and water-starved. Investigate stems from this.</p>
<p><b><u>Living Things and their Habitats Year B</u></b> identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>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.</p>	<p>Observe closely, using simple equipment.</p> <p>Identify and classify.</p>	<p>Provide opportunities for children to identify using pictures of plants and animals which are familiar to them.</p> <p>Identify animals found on the school grounds. Create simple food chains in the local environment, identifying and naming different sources of food.</p>