



Wordsworth Science Curriculum

KS1 Animals including Humans Living things and their habitats	
Year 1 Autumn 2, Summer 2	Year 2 Autumn 1 and 2, Summer 2
Summer 2 <ul style="list-style-type: none"> To classify into basic groups according to criteria. To ask simple questions and recognise they can answer in different ways. To record findings of 5 simple tests into tables. To simply evaluate their findings. To use simple ideas to suggest answers to questions. (To make a simple prediction.) Begin to use simple scientific language such as smell, taste, senses, touch, hearing, sight... 	Autumn 1 and 2 <ul style="list-style-type: none"> To identify and classify a variety of animals Ask more probing questions and range different sources to find out the answer. (To use mathematical and observation skills to investigate and measure melting ice as part of an Arctic topic and record data.) To make detailed evaluations about their findings. To communicate their ideas using scientific language such as survival, exercise, hygiene, diet...
<ul style="list-style-type: none"> Recall a variety of <i>common</i> animals including fish, amphibians, reptiles, birds and mammals. – identify animals in the grounds Recall a variety of common animals that are carnivores, herbivores and omnivores. – from animals in the grounds <ul style="list-style-type: none"> Describe and compare the structure of a variety of common animals (fish, birds, mammals, reptiles, amphibians, including pets) To know animals including humans eat food, drink water, breath and die. 	<ul style="list-style-type: none"> Recall a <i>variety</i> of animals in their habitats including micro habitats. Outdoors – microhabitats EG the pond, wormery, looking under a log (insect habitats), a tree. – go and investigate To recall fish, amphibians, reptiles, birds and mammals living in different habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals. Use outdoor grounds for bird and amphibian habitats. Describe and analyse how animals obtain their food from plants and other animals and identify and name different sources of food. Partially outdoors - Identify in the grounds potential food sources for different animals. Describe simple food chains. E.g. the fox, birds, Explore the differences between things that are living, dead and things that have never been alive. Identify things outside e.g. the bricks have never been alive, the plants are alive, the wooden fences were trees that are now dead.
Autumn 2 <ul style="list-style-type: none"> Name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Outside To explain what would happen if one of our senses didn't work. 	Summer 2 <ul style="list-style-type: none"> Find out about and describe the basic needs of animals including humans for survival (water, air, food). To explain the importance for humans of exercise, eating the right amounts of different types of food and hygiene. (link to Florence)

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| | <ul style="list-style-type: none">• Notice that animals including humans give birth to offspring which grow into adults. |
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