

Class 2	Autumn Term	Spring Term	Summer Term
<p>Cycle 1</p>	<p style="text-align: center;">Forces and Magnets</p> <p>Children compare how things move on different surfaces. They notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. Children observe how magnets attract or repel each other and attract some materials and not others. They compare and group together a variety of everyday materials based on whether they are attracted to a magnet, and identify some magnetic materials. Children describe magnets as having 2 poles. They predict whether 2 magnets attract or repel each other, depending on which poles are facing.</p>	<p style="text-align: center;">Rocks and Soils</p> <p>The children compare and group together different kinds of rocks based on their appearance and simple physical properties. They describe in simple terms how fossils are formed when things that have lived are trapped within rock and recognise that soils are made from rocks and organic matter.</p> <p style="text-align: center;">Light</p> <p>Children recognise that they need light in order to see things and that dark is the absence of light. They notice that light is reflected from surfaces. They recognise that light from the sun can be dangerous and that there are ways to protect their eyes. They recognise that shadows are formed when the light from a light source is blocked by an opaque object. Children find patterns in the way that the size of shadows change.</p>	<p style="text-align: center;">Animals Including Humans</p> <p>Children identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. They identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p style="text-align: center;">Plants</p> <p>Children observe and describe how seeds and bulbs grow into mature plants. They identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Children explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. They investigate the way in which water is transported within plants. They explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>
<p>Cycle 2</p>	<p style="text-align: center;">Living Things and Their Habitats</p> <p>Children explore and compare the differences between things that are living, dead, and things that have never been alive. They 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. They identify and name a variety of plants and animals in their habitats, including microhabitats. Children 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 style="text-align: center;">Animals including Humans</p> <p>Children notice that animals, including humans, have offspring which grow into adults. They find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Children describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p style="text-align: center;">Materials and their uses</p> <p>Children identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. They find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>

