

BRACKENWOOD INFANT SCHOOL NATIONAL CURRICULUM AND EYFS FRAMEWORK COVERAGE MAP



ART & DESIGN				
EYFS STATEMENT	NATIONAL CURRICULUM STATEMENT	CONTEXT(s)	YEAR GROUP(s)	PROPOSED TERM
<b>Expressive Arts and Design</b> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	Pupils should be taught to use a range of materials creatively to design and make products.	Plants	1	SP2
		Going Global	1	SU2
		Everyday Materials	2	SU2
<b>Expressive Arts and Design</b> Children share their creations, explaining the process they have used.	Pupils should be taught to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Pointillism	1	AU2
		Plants	1	SP2
		Going Global	1	SU2
		Exploring the UK and Kenya	2	AU1
		Great Fire of London	2	SU1
The Beatles	2	AU2		
<b>Expressive Arts and Design</b> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Pointillism	1	AU2
		Plants	1	SP2
		Going Global	1	SU2
		Great Fire of London	2	SU1
		Exploring the UK & Kenya	2	AU1
		The Beatles	2	AU2

**ART & DESIGN**

EYFS STATEMENT	NATIONAL CURRICULUM STATEMENT	CONTEXT(s)	YEAR GROUP(s)	PROPOSED TERM
	Pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Pointillism Plants Going Global  Exploring the UK and Kenya	1 1 1  2	AU2 SP2 SU2  AU1

COMPUTING				
EYFS STATEMENT	NATIONAL CURRICULUM STATEMENT	CONTEXT(s)	YEAR GROUP(s)	PROPOSED TERM
	Pupils should be taught to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	Please see Hi-Impact planning documents.		
	Pupils should be taught to create and debug simple programs.			
	Pupil should be taught to use logical reasoning to predict the behaviour of simple programs.			
	Pupils should be taught to use technology purposefully to create, organise, store, manipulate and retrieve digital content.			
	Pupils should be taught to recognise common uses of information technology beyond school.			
	Pupils should be taught to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.			

DESIGN TECHNOLOGY				
EYFS STATEMENT	NATIONAL CURRICULUM STATEMENT	CONTEXT(s)	YEAR GROUP(s)	PROPOSED TERM
<p><b>Expressive Arts and Design</b> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p><b>Design</b> Pupils should be taught to design purposeful, functional, appealing products for themselves and other users based on design criteria.</p>	Everyday Materials	1	AU1
		Eastham Woods	1	SP1
		Animals Inc	1	SU1
		Humans		
		Living things and their habitats	2	SP1
<p><b>Expressive Arts and Design</b> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p><b>Design</b> Pupil should be taught to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p>	Animals Including Humans	2	SP1
		Great Fire of London	2	SU1
		Everyday Materials	1	AU1
		Eastham Woods	1	SP1
		Animals Inc	1	SU1
<p><b>Expressive Arts and Design</b> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p><b>Design</b> Pupil should be taught to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p>	Humans		
		Living things and their habitats	2	SP1
		Animals Including Humans	2	SP1
		Great Fire of London	2	SU1

DESIGN TECHNOLOGY				
EYFS STATEMENT	NATIONAL CURRICULUM STATEMENT	CONTEXT(s)	YEAR GROUP(s)	PROPOSED TERM
<p><b>Expressive Arts and Design</b> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Expressive Arts and Design</b> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p><b>Make</b> Pupils should be taught to select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p><b>Make</b> Pupils should be taught to select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p>	Everyday Materials	1	AU1
		FOREST SCHOOL	1	AUT 1/2
		Eastham Woods	1	SP1
		Animals Inc	1	SU1
		Humans		
		FOREST SCHOOL	2	SP1/2
Living things and their habitats	2	SP1		
Animals Including Humans	2	SP1		
Great Fire of London		SU1		
<p><b>Expressive Arts and Design</b> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p><b>Make</b> Pupils should be taught to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>	Everyday Materials	1	AU1
		FOREST SCHOOL	1	AU1/2
		Eastham Woods	1	SP1
		Animals Inc	1	SU1
		Humans		
FOREST SCHOOL	2	SP1/2		

DESIGN TECHNOLOGY				
EYFS STATEMENT	NATIONAL CURRICULUM STATEMENT	CONTEXT(s)	YEAR GROUP(s)	PROPOSED TERM
<b>Expressive Arts and Design</b> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	<b>Make</b> Pupils should be taught to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	Living things and their habitats	2	SP1
		Animals Including Humans	2	SP1
		Great Fire of London	2	SU1
	<b>Evaluate</b> Pupils should be taught to explore and evaluate a range of existing products.	Everyday Materials	1	AU1
		Eastham Woods	1	SP1
		Animals Inc	1	SU1
		Humans		
		Living things and their habitats	2	SP1
		Animals Including Humans	2	SP1
		Great Fire of London	2	SU1
	<b>Evaluate</b> Pupils should be taught to evaluate their ideas and products against design criteria.	Everyday Materials	1	AU1
		Eastham Woods	1	SP1
		Animals Inc	1	SU1
		Humans		
			2	SP1
	<b>Evaluate</b> Pupils should be taught to evaluate their ideas and products against design criteria.			

DESIGN TECHNOLOGY				
EYFS STATEMENT	NATIONAL CURRICULUM STATEMENT	CONTEXT(s)	YEAR GROUP(s)	PROPOSED TERM
	<p><b>Evaluate</b> Pupils should be taught to evaluate their ideas and products against design criteria.</p> <p><b>Evaluate</b> Pupils should be taught to evaluate their ideas and products against design criteria.</p>	Living things and their habitats	2	SP1
		Animals Including Humans	2	SP1
		Great Fire of London	2	SU1
	<p><b>Design Knowledge</b> Pupils should be taught to build structures, exploring how they can be made stronger, stiffer and more stable.</p>	Everyday Materials	1	AU1
		Eastham Woods	1	SP1
		Animals Inc	1	SU1
		Humans		
		Living things and their habitats	2	SP1
		Animals Including Humans	2	SP1
	<p><b>Design Knowledge</b> Pupils should be taught to explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	Great Fire of London	2	SU1
		Everyday Materials	1	AU1
		Eastham Woods	1	SP1
Animals Inc				
Humans		1	SU1	
Living things and their habitats		2	SP1	
<p>Animals Including Humans</p> <p>Great Fire of London</p>		2	SP1	
		2	SP1	
		2	SU1	

DESIGN TECHNOLOGY					
EYFS STATEMENT	NATIONAL CURRICULUM STATEMENT	CONTEXT(s)	YEAR GROUP(s)	PROPOSED TERM	
	<b>Cooking and Nutrition</b> Use the basic principles of a healthy and varied diet to prepare dishes	<b>FOREST SCHOOL</b> Healthy Living Day (Sports Relief)	1	AU1/2	
		Animals Inc. Humans	1	SU1	
		<b>FOREST SCHOOL</b> Plants	2	SP1/2	
			2	SP2	
		<b>Cooking and Nutrition</b> Understand where food comes from.			
		<b>Cooking and Nutrition</b> Understand where food comes from.	<b>FOREST SCHOOL</b> Plants	2	SP1/2
		2	SP2		



GEOGRAPHY				
EYFS STATEMENT	NATIONAL CURRICULUM STATEMENT	CONTEXT(s)	YEAR GROUP(s)	PROPOSED TERM
	<b>Locational Knowledge</b> Name and locate the world's seven continents and five oceans	Going Global	1	SU2
<b>Understanding of the World</b> Children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	<b>Locational Knowledge</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Exploring the UK & Kenya	2	AU1
<b>Understanding of the World</b> Children explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	<b>Place Knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	Eastham Woods  Exploring the UK & Kenya	1  2	SP1  AU1
<b>Understanding of the World</b> Children understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	<b>Human and Physical Geography</b> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Going Global  Bebington Seasonal Studies  Plants	1  1  2	SU2  A1, SP1 & SU2  SP2

GEOGRAPHY				
EYFS STATEMENT	NATIONAL CURRICULUM STATEMENT	CONTEXT(s)	YEAR GROUP(s)	PROPOSED TERM
	<b>Human and Physical Geography</b> Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Eastham Woods	1	SP1
		Going Global	1	SU2
		Exploring the UK & Kenya	2	AU1
	<b>Human and Physical Geography</b> Identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Eastham Woods	1	SP1
		Going Global	1	SU2
		Exploring the UK & Kenya	2	AU1
		Great Fire of London	2	SU1
		<b>Understanding of the World</b> Children know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;	<b>Geographical Skills and Fieldwork</b> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	Eastham Woods
		Going Global	1	SU2
		Exploring the UK & Kenya	2	AU1
		The Beatles	2	AU2
		Great Fire of London	2	SU1
	<b>Geographical Skills and Fieldwork</b> use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	Exploring the UK & Kenya	2	AU1

GEOGRAPHY				
EYFS STATEMENT	NATIONAL CURRICULUM STATEMENT	CONTEXT(s)	YEAR GROUP(s)	PROPOSED TERM
<p><b>Understanding of the World</b> Children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p><b>Geographical Skills and Fieldwork</b> use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	Eastham Woods	1	AU2
		Exploring the UK & Kenya	2	AU1
		The Beatles	2	AU2
		Great Fire of London	2	SU1
<p><b>Understanding of the World</b> Children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p><b>Geographical Skills and Fieldwork</b> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	Eastham Woods	1	A2
		Exploring the UK & Kenya	2	AU1

HISTORY				
EYFS STATEMENT	NATIONAL CURRICULUM STATEMENT	CONTEXT(s)	YEAR GROUP(s)	PROPOSED TERM
<p><b>Understanding the World</b> Children know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	Kings, Queens and Castles	1	A2
		Eastham Woods	1	SP1
		The Beatles	2	A2
		Great Fire of London	2	SU1
<p><b>Understanding the World</b> Children understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Pupils should be taught about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].</p>	Eastham Woods	1	SP1
		The Beatles	2	A2
		Great Fire of London	2	SU1
<p><b>Understanding the World</b> Children talk about the lives of the people around them and their roles in society.</p>	<p>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>Pupils should be taught about significant historical events, people and places in their own locality.</p>	Kings, Queens & Castles	1	AU2
		Eastham Woods	1	SP1
		Exploring the UK & Kenya	2	AU1
		The Beatles	2	AU2
		The Great Fire of London	2	SU1

MUSIC					
NATIONAL CURRICULUM STATEMENTS	YEAR 1 CONTEXTS	PROPOSED TERM	NATIONAL CURRICULUM STATEMENTS	YEAR 2 CONTEXTS	PROPOSED TERM
Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.	<b>Superheroes</b> <b>Fairy Tales</b> <b>By The Sea</b> <b>Animals</b> <b>All About Me</b>	AU1 AU2 SP1 SP2 SU1	Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.	<del>British Songs and Sounds</del> <b>Musical Me</b> <b>West African Call &amp; Response</b>	AU1 AU2 SP1
Pupils should be taught to play tuned and untuned instruments musically.  *(inter-related dimensions of music pitch, beat, rhythm)	<b>Superheroes</b> <b>Fairy Tales</b> <b>By The Sea</b> <b>Animals</b> <b>All About Me</b> <b>Under The Specific</b>	AU1 AU2 SP1 SP2 SU1 SU2	Pupils should be taught to play tuned and untuned instruments musically.  *(inter-related dimensions of music pitch, beat, rhythm)	<del>British Songs and Sounds</del> <b>*Yr2 Recorder Tuition</b> <b>Musical Me</b> <b>West African Call &amp; Response</b> <b>Traditional Western Stories</b> <b>Myths and Legends</b> <b>Space</b>	AU1 <i>*AU1</i> AU2 SP1 SP2 SU1 SU2
Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.	<b>Superheroes</b> <b>Fairy Tales</b> <b>By The Sea</b> <b>Animals</b> <b>All About Me</b>	AU1 AU2 SP1 SP2 SU1	Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.	<del>British Songs and Sounds</del> <b>Musical Me</b> <b>West African Call &amp; Response</b> <b>Traditional Western Stories</b> <b>Myths and Legends</b> <b>Space</b>	AU1 AU2 SP1 SP2 SU1 SU2
Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.	<b>Superheroes</b> <b>Fairy Tales</b> <b>By The Sea</b> <b>Animals</b> <b>All About Me</b>	AU1 AU2 SP1 SP2 SU1	Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.	<del>British Songs and Sounds</del> <b>Musical Me</b> <b>West African Call &amp; Response</b> <b>Traditional Western Stories</b> <b>Myths and Legends</b> <b>Space</b>	AU1 AU2 SP1 SP2 SU1 SU2

PHYSICAL EDUCATION						
EYFS STATEMENT	CONTEXT(s)	PROPOSED TERM	NATIONAL CURRICULUM STATEMENT	CONTEXT(s)	YEAR GROUP(s)	PROPOSED TERM
<p><b>Physical Development</b> Children negotiate space and obstacles safely, with consideration for themselves and others. Children demonstrate strength, balance and coordination when playing. Children move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	Locomotion Gymnastics Dance	AU1 AU2 + SP1 SP2	Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Ball Skills Gymnastics Locomotion Ball Skills Ball Skills Locomotion	1 1&2 1 2 1 2	AU1 AU2 SP1 SP1 +SP2 SP2 SU1
<p><b>Personal, Social and Emotional Development</b> Children work and play cooperatively and take turns with others.</p>	(All Contexts) Ball Skills Attack Vs Defence	SU1 SU2	Pupils should be taught to participate in team games, developing simple tactics for attacking and defending.	Ball Skills Ball Skills Attack Vs Defence	2 1 1&2	SP1 + SP2 SP2 SU2
<p><b>Expressive Arts and Design</b> Children perform songs, rhymes, poems and stories with others, <b>and – when appropriate – try to move in time with music.</b></p>	Dance Gymnastics	SP2 SP1	Pupils should be taught to perform dances using simple movement patterns.	Dance Dance Gymnastics Gymnastics	2 1 2 1	AU1 SU1 AU2 AU2

SCIENCE				
EYFS STATEMENT	NATIONAL CURRICULUM STATEMENT	CONTEXT(s)	YEAR GROUP(s)	PROPOSED TERM
	<b><u>Working Scientifically</u></b>  WS1 Pupils should be taught to ask simple questions and recognise that they can be answered in different ways	ALL CONTEXTS	1 & 2	Ongoing all year
	WS2 Pupils should be taught to observe closely, using simple equipment	ALL CONTEXTS	1 & 2	Ongoing all year
	WS3 Pupils should be taught to perform simple tests	ALL CONTEXTS	1 & 2	Ongoing all year
	WS4 Pupils should be taught to identify and classify	ALL CONTEXTS	1 & 2	Ongoing all year
	WS5 Pupil should be taught to use their observations and ideas to suggest answers to questions	ALL CONTEXTS	1 & 2	Ongoing all year
	WS6 Pupils should be taught to gather and record data to help in answering questions.	Animals Inc. Humans Plants  Materials Living Things and Their Habitats	1  1  2 2	SU1  SP2  SU2 SP1
<b>Understanding the World</b> Children explore the natural world around them, making observations and drawing pictures of animals and plants.	<b><u>Year 1</u></b> <b><u>Plants</u></b>  Pupils should be taught to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	Plants	1	SP2

SCIENCE				
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<b>Understanding the World</b> Children explore the natural world around them, making observations and drawing pictures of animals and plants.	Pupils should be taught to identify and describe the basic structure of a variety of common flowering plants, including trees.	Plants	1	SP2
<b>Understanding the World</b> Children explore the natural world around them, making observations and drawing pictures of animals and plants.	<u><b>Year 1</b></u> <u><b>Animals, including humans</b></u> Pupils should be taught to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	Animals Inc. Humans Going Global	1 1	SU1 SU2
<b>Understanding the World</b> Children explore the natural world around them, making observations and drawing pictures of animals and plants.	Pupils should be taught to identify and name a variety of common animals that are carnivores, herbivores and omnivores	Animals Inc. Humans Going Global	1 1	SU1 SU2
<b>Understanding the World</b> Children explore the natural world around them, making observations and drawing pictures of animals and plants.	Pupils should be taught to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	Animals Inc. Humans Going Global	1 1	SU1 SU2
	Pupils should be taught to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Animals Inc. Humans	1	SU1
<b>Understanding the World</b> Children explore the natural world around them, making observations and drawing pictures of animals and plants.	<u><b>Year 1</b></u> <u><b>Everyday Materials</b></u> Pupils should be taught to distinguish between an object and the material from which it is made.	Everyday Materials	1	A1
<b>Understanding the World</b> Children explore the natural world around them, making observations and drawing pictures of animals and plants.	Pupils should be taught to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.	Everyday Materials	1	A1



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<p><b>Understanding the World</b> Children explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	Pupil should be taught to describe the simple physical properties of a variety of everyday materials.	Everyday Materials	1	A1
<p><b>Understanding the World</b> Children explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	Pupils should be taught to compare and group together a variety of everyday materials on the basis of their simple physical properties.	Everyday Materials	1	A1
<p><b>Understanding the World</b> Children understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><u><b>Year 1</b></u> <u><b>Seasonal Changes</b></u> Pupils should be taught to observe changes across the four seasons</p>	Autumn/Spring/Summer in Bebington	1	A1 SP1 SU2
<p><b>Understanding the World</b> Children understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	Pupils should be taught to observe and describe weather associated with the seasons and how day length varies.	Autumn/Spring/Summer in Bebington	1	A1 SP1 SU2
<p><b>Understanding the World</b> Children explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p><u><b>Year 2</b></u> <u><b>Living Things and Their Habitats</b></u> Pupils should be taught to explore and compare the differences between things that are living, dead, and things that have never been alive.</p>	Living Things and Habitats	2	SP1
<p><b>Understanding the World</b> Children explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	Pupils should be taught to 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.	Living Things and Habitats	2	SP1
<p><b>Understanding the World</b> Children explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	Pupil should be taught to identify and name a variety of plants and animals in their habitats, including microhabitats.	Living Things and Habitats	2	SP1

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<p><b>Understanding the World</b> Children explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>Pupils should be taught to 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>Living Things and Habitats</p>	<p>2</p>	<p>SP1</p>
<p><b>Understanding the World</b> Children explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p><u><b>Year 2</b></u> <u><b>Plants</b></u>  Pupils should be taught to observe and describe how seeds and bulbs grow into mature plants.</p>	<p>Plants</p>	<p>2</p>	<p>SP2</p>
<p><b>Understanding the World</b> Children explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>Pupils should be taught to find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Plants</p>	<p>2</p>	<p>SP2</p>
<p><b>Understanding the World</b> Children explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p><u><b>Year 2</b></u> <u><b>Animals, including humans</b></u>  Pupils should be taught to notice that animals, including humans, have offspring which grow into adults.</p>	<p>Animals</p>	<p>2</p>	<p>SP1</p>
<p><b>Understanding the World</b> Children explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>Pupils should be taught to find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p>	<p>Animals</p>	<p>2</p>	<p>SP1</p>
<p><b>Personal, Social and Emotional Development</b> <b>Managing Self</b> Children manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>Pupils should be taught to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Animals</p>	<p>2</p>	<p>SP1</p>

SCIENCE				
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<p><b>Understanding the World</b> Children explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p><b>Year 2</b> <b><u>Uses of everyday materials</u></b>  Pupil should be taught to 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>	Materials	2	SU2
<p><b>Understanding the World</b> Children explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>Pupils should be taught to find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	Materials	2	SU2