

KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Working scientifically to run through all units:	Class 1:		Class 2:			
	Observing and recording:		Observing and recording:			
Skills	make observations using appropriate senses record observations communicate observations orally, in drawing, labelling, simple writing and using ICT		respond to questions asked by the teacher ask questions collect and record data (supported by the teacher) suggest how they could collect data to answer questions begin to equipment from a limited range select			
	Considering evidence and evaluating:		Considering evidence and evaluating:			
Skills	make simple comparisons and groupings say what has happened say whether what has happened was what they expected		say what has happened say what their observations show and whether it was what they expected begin to draw simple conclusions and explain what they did begin to suggest improvements in their work			
	Planning and Communication and Sources:		Planning and Communication and Sources:			
Skills	draw simple pictures talk about what they see and do use simple charts to communicate findings identify key features ask questions		describe their observations using some scientific vocabulary use a range of simple texts to find information suggest how to find things out identify key features ask questions			
	Enquiring and Testing and Obtaining and Presenting Evidence:		Enquiring and Testing and Obtaining and Presenting Evidence:			
Skills	test ideas suggested to them say what they think will happen use first-hand experiences to answer questions begin to compare objects and living things		use simple equipment provided to aid observation compare objects, living things or events make observations relevant to their task begin to recognise when a test or comparison is unfair use first-hand experiences to answer questions			
Year A	Everyday materials Y1		Plants Y2 + Seasonal changes Y1		Animals Y1	
Skills:	Materials: Why is this made out of that? Can they describe materials using their senses? <ul style="list-style-type: none"> • Can they describe materials using their senses, using specific scientific words? • Can they explain what material objects are made from? • Can they explain why a material might be useful for a specific job? • Can they name some different everyday materials? e.g. wood, plastic, metal, water and rock • Can they sort materials into groups by a given criteria? • Can they describe the simple physical properties of a variety of everyday materials? 		Plants Can they describe the parts of a plant (roots, stem, leaves, flowers)? <ul style="list-style-type: none"> • Can they describe what plants need to survive? • Can they observe and describe how seeds and bulbs grow into mature plants? • Can they find out & describe how plants need water, light and a suitable temperature to grow and stay healthy? • Can they describe what plants need to survive and link it to where they are found? • Can they explain that plants grow and reproduce in different ways? 		Animals including humans Can they point out some of the differences between different animals? <ul style="list-style-type: none"> • Can they sort photographs of living things and non-living things? • Can they identify and name a variety of common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates) • Can they describe how an animal is suited to its environment? • Can they identify and name a variety of common 	

	<ul style="list-style-type: none"> • Can they compare and group together a variety of materials based on their simple physical properties? • Can they describe the properties of different materials using words like, transparent or opaque, flexible, etc.? • Can they sort materials into groups and say why they have sorted them in that way? • Can they say which materials are natural and which are man-made? 	Seasonal change <ul style="list-style-type: none"> • Can they observe changes across the four seasons? • Can they name the four seasons in order? • Can they observe and describe weather associated with the seasons? • Can they observe and describe how day length varies? • Can they observe features in the environment and explain that these are related to a specific season? • Can they observe and talk about changes in the weather? • Can they talk about weather variation in different parts of the world? 		animals that are carnivores, herbivores and omnivores? <ul style="list-style-type: none"> • Can they name the parts of the human body that they can see? • Can they draw & label basic parts of the human body? • Can they identify the main parts of the human body and link them to their senses? • Can they name the parts of an animal's body? • Can they name a range of domestic animals? • Can they classify animals by what they eat? (carnivore, herbivore, omnivore)
Vocabulary	materials, wood, plastic, metal, magnetic, liquid, gas, stretch, rigid, flexible, waterproof, shiny, opaque, transparent	buds, bulbs, deciduous, evergreen, trunk, vegetable, fruit, wild plants, environment, blossom, petals, branches autumn, spring, summer, winter, weather, temperature, thermometer, weather symbol		fish, amphibians, insects, reptiles, birds, mammals, carnivore, herbivore, omnivore, tame, nocturnal
Year B	Uses of Everyday materials Y2	Plants Y1	Animals Y2 Carry into Summer term if needed	Living things and their habitats Y2
Skills:	Changing Materials Can they explain how solid shapes can be changed by squashing, bending, twisting and stretching? <ul style="list-style-type: none"> • Can they explore how the shapes of solid objects can be changed? (squashing, bending, twisting, stretching) • Can they find out about people who developed useful new materials? (John Dunlop, Charles Macintosh, John McAdam) • Can they identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses? • Can they explain how things move on different surfaces? • Can they explain how materials are changed by heating and cooling? • Can they explain how materials are changed by bending, twisting and stretching? 	Can they name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant? <ul style="list-style-type: none"> • Can they identify and name a range of common plants and trees? • Can they recognise deciduous and evergreen trees? • Can they name the trunk, branches and root of a tree? 	Can they describe what animals need to survive? <ul style="list-style-type: none"> • Can they explain that animals grow and reproduce? • Can they explain why animals have offspring which grow into adults? • Can they describe the life cycle of some living things? (e.g. egg, chick, chicken) • Can they explain the basic needs of animals, including humans for survival? (water, food, air) • Can they describe why exercise, balanced diet and hygiene are important for humans? • Can they explain that animals reproduce in different ways? 	Mini beasts and woodland creatures- hibernation. <ul style="list-style-type: none"> • Can they match certain living things to the habitats they are found in? • Can they explain the differences between living and non-living things? • Can they describe some of the life processes common to plants and animals, including humans? • Can they decide whether something is living, dead or non-living? • Can they describe how a habitat provides for the basic needs of things living there? • Can they describe a range of different habitats? • Can they describe how plants and animals are suited to their habitat? • Can they name some characteristics of an animal that help it to live in a particular habitat?

Vocabulary	metal, plastic, wood, squash, bend, twist, stretch	roots, crown, deciduous, evergreen, blossom	off-spring, survival, healthy, hygiene, exercise, nutrition, diet proteins, carbohydrates, fats	dinosaur, indigenous, rivers, woodland, ponds, sea, rainforest, desert, species, microhabitats
------------	---	--	---	---