

Objectives:		
Year 1	Year 2	

Working Scientifically

- 1. asking simple questions and recognising that they can be answered in different ways
- 2. observing closely, using simple equipment
- 3. performing simple tests
- 4. identifying and classifying
- 5. using their observations and ideas to suggest answers to questions
- 6. gathering and recording data to help in answering questions.

Year 1 Plants

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- 8. identify and describe the basic structure of a variety of common flowering plants, including trees.

Animals, including humans

- 11. identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- 12. identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- 14. identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Everyday materials

- 18. distinguish between an object and the material from which it is made
- 19. identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- 21. compare and group together a variety of everyday materials on the basis of their simple physical properties.

Seasonal change

- 24. observe changes across the four seasons
- 25. observe and describe weather associated with the seasons and how day length varies.

Year 2 Plants

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Animals, including humans

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- 17. describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Everyday materials

- 22. identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Living things and their habitats

- 26. explore and compare the differences between things that are living, dead, and things that have never been alive
- 27. 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
- 28. identify and name a variety of plants and animals in their habitats, including micro-habitats
- 29. 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.

Enquiring a	nd Planning	_	and Presenting Evidence Recording results/evidence		Drawing conclusions and explaining them.		
Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2
I can ask simple questions and recognise that they can be answered in different ways I can use my observations and ideas to suggest answers to questions I can communicate my ideas, what I can do and what I can find out in different ways	I can ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum I can communicate my ideas, what I can do and what I can find out in different ways	I can use simple equipment to observe closely I can use hand lenses and egg timers	I can use simple equipment to observe closely including changes over time I can ask my own questions about what I notice I can use hand lenses and egg timers	I can gather and record data to help in answering questions I can use simple scientific language such as: with help	I can gather and record data to help in answering questions including from secondary sources of information	Noticing patterns and relationship	Noticing patterns and relationship Explaining some of the things observed using keyword vocabulary.

How we achieve these Year 1 Autumn 1 Spring 1 Spring 1

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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme:	Theme:	Theme:	Theme:	Theme:	Theme:
Magnificent Me	Winter Wonderland	Traditional Tales	Spring into Spring	Under the Sea	Under the Sea
Animals including humans	Weather (Autumn)	Weather	Plants	Animals including humans	Materials
			Weather (Spring)		Weather (Summer)
NC Reference:	NC Reference:	NC Reference:	NC Reference:	NC Reference:	NC Reference:

KS1 Science Progression



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Animals including Humans 11, 12, 13 Skills: - I know how 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 - I know how to use the vocabulary and identify: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth and teeth - I know how to name and locate parts of the human body, including those related to the senses	Skills: - I know how to observe and describe changes across the four seasons - I know how to observe and describe weather associated with the seasons and how day length varies - I know that it is not safe to look directly at the sun, even when wearing dark glasses	Seasonal Change 24, 25 Winter: Seasonal changes (ongoing.) Skills: - I know how to observe and describe changes across the four seasons - I know how to observe and describe weather associated with the seasons and how day length varies - I know that it is not safe to look directly at the sun, even when wearing dark glasses	Plants 7, 8 Spring; seasonal changes (ongoing.) Skills: - I know how to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - I know how to identify and describe the basic structure of a variety of common flowering plants, including trees - I know how to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	Animals including Humans 14 Difference/similarities/ types of animals Materials Skills: - I know how to describe and compare observable features of animals from a range of groups - I know how to group animals according to what they eat - I know how to identify and name a variety of common animals including fish, amphibians, reptiles, mammals and birds - I know how to identify and name a variety of common animals that are carnivores, herbivores and omnivores - I know how to describe and compare observable features of animals from a range of groups - I know how to take care of animals taken from their habitat and understand the need to return them safely to their homes - I know how to describe and compare	Everyday Materials 18, 19, 20, 21, Difference/similarities/ types of animals Materials Summer; seasonal changes (ongoing.) Skills: - I know how to distinguish objects from materials, describe their properties, identify and group everyday materials - I know how to distinguish between an object and the material from which it is made - I know how to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock - I know how to describe the simple physical properties of a variety of everyday materials - I know how to compare and group together a variety of everyday materials on the basis of their simple physical properties
Vocabulary: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, human, grow, senses	Vocabulary: weather, season, Winter, Spring, Summer, Autumn, temperature, sunrise, daylight, night-time climate, windy, sunny,	Vocabulary: climate, thermometer, rain gauge, season, environment, atmosphere weather, windy, sunny, rainy, snowy, season,	Vocabulary: Plants: leaves, flowers petals, roots, bulb, seed, stem, grow, plants, tree fruit, trunk, branches, (blossom),	describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Vocabulary: herbivore, invertebrate, omnivore, vertebrate, fish, amphibians, reptiles, birds and mammals carnivores	Vocabulary: Materials: rubber, wood, fabric, glass, metal opaque/transparent. waterproof Absorbent
Working Scientifice	rainy, snowy, tornado, lightning, thunder rainfall, sunset, horizon, day length, thermometer, ran gauge	Winter, Spring, Summer, Autumn, temperature, tornado, lightning, thunder rainfall, sunrise, sunset, horizon , day length, daylight, night- time,		backbone, cold- blooded, environment, farm gills, pet, temperature, warm- blooded, wild,	hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; /not waterproof; not absorbent; brick, paper, elastic, foil,

Working Scientifically:

vocabulary:

questions, answers, equipment, results, sort, explore, observe, similar, similarities, egg timers, ruler, tape measure, metre stick, beaker, collect, measure, record, group, test, compare, describe, different, differences



		Ye	ar 2		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme: Into the Woods	Theme: Famous Historical People	Theme: Great Fire of London	Theme: Africa	Theme: The farm	Theme: Castles, Knights and Dragons
NC Reference: Living things and their habitats 26, 27, 28	NC Reference:	NC Reference: Uses of Everyday Materials 22, 23	NC Reference: Living things and their habitats 29	NC Reference: Animals (including humans) 15	NC Reference:
Working Scientifically 1, 2, 5, 6		Working Scientifically 1,3, 4, 5, 6	Animals (including humans) 16, 17 Working Scientifically 1, 2, 4	Plants 9, 10 Working Scientifically 1, 2,3,5, 6	
Skills: - I know how to identify whether things are alive, dead or have never lived - I know how to explore and compare the differences between things that are living, dead, and things that have never been alive - I know how to name different plants and animals and describe how they are suited to different habitats - I know how 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 - I know how to identify and name a variety of plants and animals in their habitats, including micro-habitats	Skills:	Skills: - I know how to distinguish objects from materials, describe their properties, identify and group everyday materials and compare their suitability for different uses - I know how 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 - I know how to describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Skills: - I know how to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene - I know how to describe the basic needs of animals, including humans, for survival (water, food and air) - I know how 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 - I know how to group animals according to what they eat, describe how animals get their food from other animals and/or plants, and use simple food chains to describe these relationships	Skills: - I know how to describe the basic needs of animals for survival and the main changes as offspring from young animals, including humans, grow into adults - I know how to describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants - I know how to observe and describe how seeds and bulbs grow into mature plants - I know how to find out and describe how plants need water, light and a suitable temperature to grow and stay	Skills:
Vocabulary: microhabitat, movement,, sensitivity, reproduction, Respiration, excretion, Growth, nutrition, living, dead, never alive	Vocabulary:	Vocabulary: Material, property, transparent, opaque, waterproof, absorbent,flexible, transluscent, object hard/soft; stretchy/stiff;	Vocabulary: Carnivore, herbivore,omnivore, predator, prey, environment, producer, consumer, balanced diet, exercise	Vocabulary: Offspring, germinate, seedling,bulb, root, temperature, conditions, observe, control, recording	Vocabulary:
backbone, balanced diet, bar chart, bones exercise, farm, healthy,		shiny/dull; rough/smooth; bendy/not bendy;			

KS1 Science Progression

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hygiene, life cycle,	waterproof/not	
medicine, muscles,	waterproof;	
offspring, pet,	absorbent/not	
pictogram, skeleton,	absorbent;	
survive	opaque/transparent.	
	brick, paper, fabrics,	
	elastic, foil.	