



Science KS1 Curriculum Coverage

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Group 1	Animals including humans <u>Knowledge</u> 1. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. 2. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. 3. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).	Everyday materials <u>Knowledge</u> 1. Distinguish between an object and the material from which it is made. 2. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. 3. Describe the simple physical properties of a variety of everyday materials. 4. Compare and group together a variety of everyday materials on the basis of their simple physical properties.	Seasonal Changes <u>Knowledge</u> 1. Observe changes across the four seasons. 2. Observe and describe weather associated with the seasons and how day length varies. <u>Science Enquiries</u> Observing over time This unit is to continue over Spring 2 and Summer 1	Plants <u>Knowledge</u> 1. Identify and name a variety of common, wild and garden plants, including deciduous and evergreen trees. 2. Identify and describe the basic structure of a variety of common flowering plants, including trees. <u>Science Enquiries</u> Classifying Pattern Seeking Research	Continue with Seasonal changes and also recap any science skills children are not secure on or gaps in knowledge	Recap – time to address any science skills children are not secure on or gaps in knowledge

	4. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <u>Science Enquiries</u> Classifying Pattern seeking	<u>Science Enquiries</u> Classifying Fair testing					
--	--	--	--	--	--	--	--

Year 1: Science Skills

Asking simple questions and recognising that they can be answered in different ways

Observing closely, using simple equipment and measurement

Identifying and classifying

Use scientific language and read and spell age-appropriate scientific vocabulary

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Group 2	<u>Living things and their habitats</u> <u>Knowledge</u> 1. Explore and compare the differences between things that are living, dead, and things that have never been alive. 2. 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. 3. Identify and name a variety of plants and animals in their habitats, including micro-habitats. 4. Describe how animals obtain their food from plants and	<u>Animals including humans</u> <u>Knowledge</u> 1. Notice that animals, including humans, have offspring which grow into adults. 2. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). 3. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <u>Science Enquiries</u> Research Observing over time	<u>Use of everyday materials</u> <u>Knowledge</u> 1. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. 2. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <u>Science Enquiries</u> Classifying Fair Testing	<u>Plants</u> <u>Knowledge</u> 1. Observe and describe how seeds and bulbs grow into mature plants. 2. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <u>Science Skills</u> Pattern Seeking Observing over time	<u>Living things and their habitats</u> <u>Knowledge</u> 1. Explore and compare the differences between things that are living, dead, and things that have never been alive. 2. 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. 3. Identify and name a variety of plants and animals in their habitats, including micro-habitats. 4. 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	<u>Animals including humans</u> <u>Knowledge</u> 1. Notice that animals, including humans, have offspring which grow into adults. 2. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). 3. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <u>Science Enquiries</u> Research Observing over time

	other animals, using the idea of a simple food chain, and identify and name different sources of food. <i>Science Enquiries</i> Classifying Pattern Seeking				of food. <i>Science Enquiries</i> Classifying Pattern Seeking	
--	--	--	--	--	--	--

Year 2: Science Skills

Asking simple questions and recognising that they can be answered in different ways

Observing closely, using simple equipment and measurement

Using their observations and ideas to suggest answers to questions

Gathering, recording and communicating data and findings to help in answering questions.

Use scientific language and read and spell age-appropriate scientific vocabulary

Begin to notice patterns and relationships

