



Science	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 YEAR A	Seasonal Change - Autumn Animals Including Humans (Year 2)	Animals and their habitats (Year 2)	Seasonal Change (Year 1) - Winter Wonderful Weather	Plants (Year 1) Seasonal Change - Spring	Plants (Year 1) Plants (Year 2)	Seasonal change - Summer Plants (Year 2) Animals including Humans (Year 2)
Knowledge	<p>Seasons Autumn</p> <p>Observe changes across the four seasons - Autumn</p> <p>Animals and Humans (Y2)</p> <p>Parents and grandparents</p> <p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Human life cycle</p> <p>Find out about and describe the basic needs of animals,</p>	<p>Animals and their habitats Y2</p> <p>2a1: explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>2a2: 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</p> <p>2a3: identify and name a variety of plants and animals in</p>	<p>Seasons Winter</p> <p>Seasonal changes Y1</p> <p>Observe changes across the four seasons - Winter</p> <p>Observe and describe weather associated with the seasons and how day length varies</p>	<p>Seasons Spring</p> <p>Observe changes across the four seasons - Spring</p> <p>Plants Y1</p> <p>1a1: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p>	<p>Plants Y1</p> <p>1a2: Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Plants Y2</p> <p>2b1: observe and describe how seeds and bulbs grow into mature plants</p> <p>2b2: find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p>Seasons Summer</p> <p>Observe changes across the four seasons - Summer</p> <p>Plants Y2</p> <p>2b1: observe and describe how seeds and bulbs grow into mature plants</p> <p>Animals including Humans (Y2)</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p>



	including humans, for survival (water, food and air)	their habitats, including micro-habitats Cold places / UK habitats			Explore and compare the differences between things that are living, dead, and things that have never been alive 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 Identify and name a variety of plants and animals in hot and tropical habitats	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
Vocabulary	offspring grow adults reproduce survival - water, food, air egg-chick-chicken egg-caterpillar-pupa-butterfly	living dead never alive habitats micro-habitats food food chain sun-grass-cow-human alive healthy logs leaf litter stony path under bushes	(On going) season summer winter autumn spring day daytime weather	common tree - deciduous blossom, petals, root, wild plants evergreen, trunk stem	(Recap Year 1 Plants Vocabulary also) water grow reproduction light healthy suitable temperature germination	(Recap Year 2 Plants Vocabulary also) adults nutrition reproduce survival - water, food, air exercise, hygiene



	<p>spawn-tadpole-frog lamb-sheep baby-toddler-child- teenager-adult</p>	<p>shelter seashore woodland ocean rainforest conditions hot/warm/cold dry/damp/wet bright/shade/dark</p>	<p>wind rain snow hail sleet fog sun hot warm cold</p>	<p>garden plants branches, leaf, root fruit deciduous vegetables evergreen plant - leaf, root, bulb leaves, bud, flowers seed</p>		
Scientific Skills	<p>Ask simple questions and answer performing simple tests e.g. Which is the best material for an umbrella</p> <p>Use their observations to suggest answers to questions</p> <p>Observe closely, using simple equipment</p>	<p>Ask and answer simple questions such as Which materials are magnetic? Performing simple tests.</p> <p>Use their observations and ideas to suggest answers to questions</p> <p>Gather and record data to help answer questions</p> <p>Id2: Observe and describe weather associated with the</p>	<p>Ask and answer questions</p> <p>Suggest ways to find answers to their questions.</p> <p>Gather and record data in tables and charts to help answer questions</p>	<p>Ask and answer questions</p> <p>Gather and record data to help answer questions</p> <p>Observe changes across the four seasons Spring</p>	<p>Sorting and classifying things according to whether they are living, dead or were never alive,</p> <p>Record findings using charts.</p> <p>Ask questions for example: Is a flame alive? Is a deciduous tree dead in winter? and talk about ways of answering their questions.</p>	<p>Observe closely through video or first-hand observation how different animals, including humans, grow</p> <p>Ask questions about what things animals need for survival and what humans need to stay healthy;</p> <p>Suggest ways to find answers to their questions.</p> <p>Use simple measurements and</p>



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	<p>Gather and record data to help answer questions</p> <p>Id1: Observe changes across the four seasons</p>	<p>seasons and how day length varies</p>				<p>equipment (e.g., egg timers) to gather data,</p> <p>Carry out simple tests and record simple data,</p> <p>Talk about what they have found out and how they found it out.</p> <p>Observe changes across the four seasons</p> <p>Summer</p>
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SCIENCE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 YEAR B	<p><i>Brilliant Builder</i></p> <p><i>Everyday Materials (Y1)</i></p>	<p><i>Let's Celebrate</i></p> <p><i>Uses of Everyday Materials (Y2)</i></p>	<p><i>London/Great Fire of London</i></p> <p><i>Animals and Human (Y1)</i></p>	<p><i>Paddington</i></p> <p><i>Animals and Humans (Y1)</i></p>	<p><i>Pirates</i></p> <p><i>Animals and their Habitats (Y2)</i></p>	<p><i>Healthy living</i></p> <p><i>Animals including Humans (Y2)</i></p>
	<p><i>Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</i></p> <p><i>Describe the simple physical properties of a variety of everyday materials</i></p>	<p><i>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></p> <p><i>find out how the shapes of solid objects made from some materials can be changed by squashing,</i></p>	<p><i>Identify, name, draw and label the basic parts of the human body</i></p> <p><i>Say what part of the body is associated with which sense</i></p> <p><i>Use their senses to compare different textures, sounds and smells.</i></p>	<p><i>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</i></p> <p><i>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</i></p> <p><i>Describe and compare the structure of a variety of common animals (fish,</i></p>	<p><i>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></p> <p><i>Identify and name a variety of plants and</i></p>	<p><i>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</i></p> <p><i>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</i></p>



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	Compare and group together a variety of everyday materials on the basis of their simple physical properties.	bending, twisting and stretching. Find out about people who have developed useful new materials		amphibians, reptiles, birds and mammals, including pets)	animals in hot and tropical habitats 2a1: explore and compare the differences between things that are living, dead, and things that have never been alive 2a4: 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.	Observe changes across the four seasons Summer
Vocabulary	material - wood, plastic, glass, metal, water, rock properties - hard/soft stretchy/stiff shiny/dull rough/smooth bendy/not bendy waterproof/not waterproof	Material - wood, metal, plastic, glass, brick, rock, paper, cardboard squashing, bending, twisting, stretching metal - coins, cans, cars, table	head neck arms elbows legs knees face ears nose eyes hair mouth teeth senses	common animals fish amphibians reptiles birds mammals pets carnivores - meat, cat, dog, lion, tiger, fox, shark, killer whale, eagle, hawk, snake, tyrannosaurus rex herbivores -	living dead never alive habitats micro-habitats food food chain sun-grass-cow-human alive healthy logs leaf litter stony path under bushes shelter seashore woodland ocean rainforest conditions hot/warm/cold dry/damp/wet	offspring grow adults nutrition reproduce survival - water, food, air exercise, hygiene egg-chick-chicken egg-caterpillar-pupa-butterfly spawn-tadpole-frog lamb-sheep



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	<p>absorbent/not absorbent brick paper fabrics elastic foil</p>	<p>legs wood - matches, floors, telegraph poles spoons - plastic, wood, metal but not glass John Dunlop -rubber Charles Macintosh - waterproof fabric John McAdam - macadamisation</p>	<p>smell touch sight hear taste</p>	<p>plants, cow, hamster, guinea pig, tortoise, triceratops omnivores - meat and plants, badger, human, bear, chickens</p>	<p>bright/shade/dark</p>	<p>baby-toddler-child-teenager-adult</p>
<p>Scientific Skills</p>	<p>Ask simple questions and answer</p> <p>Perform simple tests e.g. Which is the best material for an umbrella</p> <p>Use their observations to suggest answers to questions</p> <p>Gather and record data to help answer questions</p>	<p>Ask and answer simple questions such as Which materials are magnetic? Perform simple tests.</p> <p>Use their observations and ideas to suggest answers to questions</p> <p>Gather and record data to help answer questions</p>	<p>Ask and answer questions</p> <p>Suggest ways to find answers to their questions.</p> <p>Gather and record data to help answer questions</p>	<p>Observe closely and use their observations to compare and contrast animals at first hand or through videos and photographs, Identify and group animals</p> <p>Ask and answer questions</p> <p>Gather and record data to help answer questions</p> <p>Observe changes across the four seasons Spring</p>	<p>Sorting and classifying things according to whether they are living, dead or were never alive,</p> <p>Record findings using charts.</p> <p>Ask questions for example: Is a flame alive? Is a deciduous tree dead in winter? and talk about ways of answering their questions.</p>	<p>Observe closely through video or first-hand observation how different animals, including humans, grow</p> <p>Ask questions about what things animals need for survival and what humans need to stay healthy;</p> <p>Suggest ways to find answers to their questions.</p> <p>Use simple measurements and equipment (e.g., egg timers) to gather data,</p>



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						<p>Carry out simple tests and record simple data,</p> <p>Talk about what they have found out and how they found it out.</p> <p>Observe changes across the four seasons Summer</p>
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