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| KS1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| SCIENCE | Materials  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  Describe the simple physical properties of a variety of everyday materials  Compare and group together a variety of everyday materials on the basis of their simple physical properties.  Ask simple questions and answer performing simple tests e.g. Which is the best material for an umbrella  Use their observations to suggest answers to questions  Observe closely, using simple equipment  Gather and record data to help answer questions  1d1: Observe changes across the four seasons | Materials  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.  Find out about people who have developed useful new materials  Ask and answer simple questions such as Which materials are magnetic? Performing simple tests.  Use their observations and ideas to suggest answers to questions  Gather and record data to help answer questions  1d2: Observe and describe weather associated with the seasons and how day length varies | Seasons  Observe changes across the four seasons - Winter  Observe and describe weather associated with the seasons and how day length varies  Identify, name, draw and label the basic parts of the human body  Say what part of the body is associated with which sense  Use their senses to compare different textures, sounds and smells.  Gather and record data to help answer questions | Animals and Humans  Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals  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)  Observe closely and use their observations to compare and contrast animals at first hand or through videos and photographs, Identify and group animals  Ask and answer questions  Gather and record data to help answer questions  Observe changes across the four seasons Spring | Animals and their 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  Sorting and classifying things according to whether they are living, dead or were never alive,  Record findings using charts.  Ask questions for example: Is a flame alive? Is a deciduous tree dead in winter? and talk about ways of answering their questions. | 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)  Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.  Observe closely through video or first-hand observation how different animals, including humans, grow  Ask questions about what things animals need for survival and what humans need to stay healthy;  Suggest ways to find answers to their questions.  Use simple measurements and equipment (e.g., egg timers) to gather data,  Carry out simple tests and record simple data,  Talk about what they have found out and how they found it out.  Observe changes across the four seasons Summer |

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| LKS2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| SCIENCE | Living things and their habitats  -recognise that living things can be grouped in a variety of ways  -explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment  -recognise that environments can change and that this can sometimes pose dangers to living things.  Key skills:  Explain findings using scientific knowledge and understanding.  Measuring and observing carefully and accurately | Animals including humans  -describe the simple functions of the basic parts of the digestive system in humans  -identify the different types of teeth in humans and their simple functions  -construct and interpret a variety of food chains, identifying  -producers, predators and prey  Key skills  Making accurate measurements Interpreting evidence.  Making decisions on what evidence to collect. Deciding if there is enough evidence? | Light and Astronomy  -recognise that they need light in order to see things and that dark is the absence of light  -notice that light is reflected from surfaces  -recognise that light from the sun can be  dangerous and that there are ways to protect their eyes  -recognise that shadows are formed when  the light from a light source is blocked by a solid object  -find patterns in the way that the size of shadows change.  Key skills:  Consider different ways of recording (use scientific vocabulary and knowledge to describe and explain findings. | Forces and magnets  -compare how some things move on  different surfaces  -notice that some forces need contact  between two objects but magnetic forces can act at a distance  -observe how magnets attract or repel each other and attract some materials and not others  -compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials  -describe magnets as having two poles  -predict whether two magnets will attract or  repel each other, depending on which poles are facing.  Key skills:  Part 1: Predicting and looking for patterns in results  Part2: Explaining and demonstrating using repeat readings to increase reliability of results. | Rocks  -compare and group together different kinds of rocks on the basis of their appearance and simple physical properties  -describe in simple terms how fossils are formed when things that have lived are trapped within rock  -recognise that soils are made from rocks and organic matter.  Key skills:  Part 1: Planning investigations – what to change, what to measure, what to keep the same (measuring and recording carefully and accurately)  Part 2: Making and recording observations, choosing equipment, considering health and safety. | |

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| UKS2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| SCIENCE | Science - PROPERTIES AND CHANGES OF MATERIALS  Compare and group together everyday materials based on their properties.  Know that some materials will dissolve in a liquid to form a solution & describe how to recover a substance from a solution. SC2  Use knowledge of solids, liquids and gases to decide how mixtures might be separated e.g. filtering, sieving, evaporating.  Demonstrate that dissolving, mixing and changes of state are reversible changes.  Give reasons for the uses of everyday materials.  Explain that some changes result in the formation of new materials & this kind of change is not usually reversible e.g. burning.  Taking measurements.  Controlling variables when necessary.  Recording data and results of increasing complexity. | | Science - LIVING THINGS & THEIR ENVIRONMENT  Describe the differences between the life cycles of a mammal, amphibian, insect and bird.  Describe the life process of reproduction in some plants and animals  Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.  Give reasons for classifying plants and animals based on specific characteristics. | Science - EVOLUTION & INHERITANCE  Describe the changes as humans develop to old age  Recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago.  Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.  Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. | Science – FORCES  Explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object.  Identify the effects of air resistance, water resistance and friction that act between moving surfaces | Science – FORCES (CONTINUED)  Recognise that some mechanisms, including levers, pulleys and gears allow a smaller force to have a greater effect.  Taking measurements   Controlling variables when necessary  Recording data and results of increasing complexity |