

KS1 YEAR A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Animals Including Humans (animal) (Year 1)	Animals including Humans (Parts of the Human Body) (Year 1)	Everyday materials (indoors) (year 1&2)	Plants (year 1)	Seasonal Change (year 1)	Everyday materials (year 1&year 2)
Knowledge	<p>Understand a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Understand a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Understand the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p>	<p>Understand the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Understand that an object and the material from which it is made.</p> <p>Understand a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Understand the simple physical properties of a variety of everyday materials.</p> <p>Understand a variety of everyday materials on the basis of their simple physical properties.</p> <p>Understand the suitability of a variety of everyday materials, including wood,</p>	<p>Recognise a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Understand the basic structure of a variety of common flowering plants, including trees.</p>	<p>Recognise changes across the four seasons.</p> <p>Understand weather associated with the seasons and how day length varies.</p>	<p>Recognise objects and the materials from which it is made.</p> <p>Recognise a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Understand the simple physical properties of a variety of everyday materials.</p> <p>Recognise a variety of everyday materials on the basis of their simple physical properties.</p> <p>Recognise a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and</p>

			<p>metal, plastic, glass, brick, rock, paper and</p> <p>cardboard for particular uses.</p> <p>Recognise how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>			<p>cardboard for particular uses.</p> <p>Recognise how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>
Vocabulary	<p>head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, names of animals experienced first-hand from each vertebrate group, parts of the</p>	<p>body, senses, touch, see, smell, taste, hear, fingers, skin, eyes, nose, ear, tongue</p>	<p>Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through</p> <p>Names of materials – wood, metal, plastic, glass, brick, rock, paper, cardboard</p> <p>Properties of materials – as for Year 1 plus opaque, transparent and translucent, reflective, nonreflective, flexible, rigid</p> <p>Shape, push/pushing, pull/pulling, twist/twisting, squash/squashing,</p>	<p>Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud</p> <p>Names of trees in the local area</p> <p>Names of garden and wild flowering plants in the local area</p>	<p>weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, winter, summer, spring, autumn, Sun, sunrise, sunset, day length</p>	<p>Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through</p> <p>Names of materials – wood, metal, plastic, glass, brick, rock, paper, cardboard</p> <p>Properties of materials – as for Year 1 plus opaque,</p>

			bend/bending, stretch/stretching			transparent and translucent, reflective, nonreflective, flexible, rigid Shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching
Scientific Skills	<p>Make first-hand, close observations of animals from each of the groups.</p> <p>Compare two animals from the same or different groups.</p> <p>Classify animals using a range of features.</p> <p>Identify animals by matching them to named images.</p> <p>Classify animals according to what they eat.</p>	<p>Make first-hand close observations of parts of the body e.g. hands, eyes.</p> <p>Compare two people.</p> <p>Take measurements of parts of their body.</p> <p>Compare parts of their own body.</p> <p>Look for patterns between people e.g. Do people with big hands have big feet?</p> <p>Classify people according to their features.</p> <p>Investigate human senses e.g. Which part of my body is good for feeling, which is not? Which food/flavours can I</p>	<p>Classify objects made of one material in different ways e.g. a group of object made of metal.</p> <p>Classify in different ways one type of object made from a range of materials e.g. a collection of spoons made of different materials.</p> <p>Classify materials based on their properties.</p> <p>Test the properties of objects e.g. absorbency of cloths, strength of party hats made of different papers, stiffness of paper plates, waterproofness of shelters.</p>	<p>Make close observations of leaves, seeds, flowers etc.</p> <p>Compare two leaves, seeds, flowers etc.</p> <p>Classify leaves, seeds, flowers etc. using a range of characteristics.</p> <p>Identify plants by matching them to named images.</p> <p>Make observations of how plants change over a period of time.</p> <p>When further afield, spot plants that are the same as those in the local area studied regularly, describing the key features that helped them.</p>	<p>Collect information about the weather regularly throughout the year.</p> <p>Present this information in tables and charts to compare the weather across the seasons.</p> <p>Collect information, regularly throughout the year, of features that change with the seasons e.g. plants, animals, humans.</p> <p>Present this information in different ways to compare the seasons.</p> <p>Gather data about day length regularly throughout</p>	<p>Classify objects made of one material in different ways e.g. a group of object made of metal.</p> <p>Classify in different ways one type of object made from a range of materials e.g. a collection of spoons made of different materials.</p> <p>Classify materials based on their properties.</p> <p>Test the properties of objects e.g. absorbency of cloths, strength of party hats made of different papers, stiffness of paper plates, waterproofness of shelters.</p> <p>Classify materials.</p>

		<p>identify by taste? Which smells can I match?</p>	<p>Classify materials.</p> <p>Make suggestions about alternative materials for a purpose that are both suitable and unsuitable</p> <p>Test the properties of materials for particular uses e.g. compare the stretchiness of fabrics to select</p> <p>the most appropriate for Elastigirl's costume, test materials for waterproofness to select the most appropriate for a rain hat</p>		<p>the year and present this to compare the seasons.</p>	<p>Make suggestions about alternative materials for a purpose that are both suitable and unsuitable</p> <p>Test the properties of materials for particular uses e.g. compare the stretchiness of fabrics to select</p> <p>the most appropriate for Elastigirl's costume, test materials for waterproofness to select the most appropriate for a rain hat</p>
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KS1 YEAR B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Everyday Materials (year 1&2) (outdoors)	Living things and their habitats (year 2)	Plants (year 2) (include additional statement from year 1 plants - Identify and describe the basic structure of a variety of common flowering plants. including trees.	Animals including Humans (basic needs and keeping healthy) (year 2)	Living things and their habitats (Year 2)	Animals including Humans (offspring) (Year 2)
Knowledge	<p>Recognise an object and the material from which it is made.</p> <p>Recognise a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Understand the simple physical properties of a variety of everyday materials.</p> <p>Recognise a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Understand the differences between things that are living, dead, and things that have never been alive.</p> <p>Recognise 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>Recognise a variety of plants and animals in their habitats, including micro-habitats.</p> <p>Understand how animals obtain their food from plants and other animals, using the</p>	<p>Understand how seeds and bulbs grow into mature plants.</p> <p>Understand how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Understand the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Understand the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Understand the differences between things that are living, dead, and things that have never been alive.</p> <p>Understand 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>Recognise a variety of plants and animals in their habitats, including micro-habitats.</p>	<p>Understand that animals, including humans, have offspring which grow into adults.</p>

	<p>Understand the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Understand how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	idea of a simple food chain, and identify and name different sources of food.			Understand 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.	
Vocabulary	<p>Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through</p> <p>Names of materials – wood, metal, plastic,</p>	<p>living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival, names of local habitats (e.g. pond, woodland etc.), names of micro-habitats (e.g. under logs, in bushes etc.), conditions, light, dark, shady, sunny, wet, damp, dry, hot, cold, names of living things in the habitats and microhabitats studied</p>	<p>light, shade, Sun, warm, cool, water, space, grow, healthy, bulb, germinate, shoot, seedling</p>	<p>living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival, names of local habitats (e.g. pond, woodland etc.), names of micro-habitats (e.g. under logs, in bushes etc.), conditions, light, dark, shady, sunny, wet, damp, dry, hot, cold, names of living things in the habitats and microhabitats studied</p>	<p>survive, survival, water food, air, exercise, heartbeat, breathing, hygiene, germs, disease, food types (e.g. meat, fish, vegetables, bread, rice, pasta, dairy)</p>	<p>offspring, reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g. chick/hen, kitten/cat, caterpillar/butterfly)</p>

	<p>glass, brick, rock, paper, cardboard</p> <p>Properties of materials – as for Year 1 plus opaque, transparent and translucent, reflective, nonreflective, flexible, rigid</p> <p>Shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching</p>					
Scientific Skills	<p>Classify objects made of one material in different ways e.g. a group of object made of metal.</p> <p>Classify in different ways one type of object made from a range of materials e.g. a collection of spoons made of different materials.</p> <p>Classify materials based on their properties.</p> <p>Test the properties of objects e.g. absorbency of cloths, strength of party hats made of different papers, stiffness</p>	<p>Explore the outside environment regularly to find objects that are living, dead and have never lived.</p> <p>Classify objects found in the local environment.</p> <p>Observe animals and plants carefully, drawing and labelling diagrams.</p> <p>Create simple food chains for a familiar local habitat from first-hand observation and research.</p> <p>Create simple food chains from information given e.g. in picture books (Gruffalo etc.).</p>	<p>Make close observations of seeds and bulbs.</p> <p>Classify seeds and bulbs.</p> <p>Research and plan when and how to plant a range of seeds and bulbs.</p> <p>Look after the plants as they grow – weeding, thinning, watering etc.</p> <p>Make close observations and measurements of their plants growing from seeds and bulbs.</p> <p>Make comparisons between plants as they grow.</p>	<p>Classify food in a range of ways, including using the Eatwell Guide.</p> <p>Investigate washing hands, using glitter gel.</p> <p>Explore the effect of exercise on their bodies.</p>	<p>Explore the outside environment regularly to find objects that are living, dead and have never lived.</p> <p>Classify objects found in the local environment.</p> <p>Observe animals and plants carefully, drawing and labelling diagrams.</p> <p>Create simple food chains for a familiar local habitat from first-hand observation and research.</p> <p>Create simple food chains from information given e.g. in picture books (Gruffalo etc.).</p>	<p>Ask people questions and use secondary sources to find out about the life cycles of some animals.</p> <p>Observe animals growing over a period of time e.g. chicks, caterpillars, a baby.</p> <p>Ask questions of a parent about how they look after their baby.</p> <p>Ask pet owners questions about how they look after their pet.</p>

	<p>of paper plates, waterproofness of shelters.</p> <p>Classify materials.</p> <p>Make suggestions about alternative materials for a purpose that are both suitable and unsuitable</p> <p>Test the properties of materials for particular uses e.g. compare the stretchiness of fabrics to select</p> <p>the most appropriate for Elastigirl's costume, test materials for waterproofness to select the most appropriate for a rain hat</p>					
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