



Key Stage 1

Subject Area: SCIENCE

<p>National Curriculum Objectives</p>	<p><b>Pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</b></p> <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions.</li> </ul> <p>Pupils in years 1 and 2 should explore the world around them and raise their own questions. They should experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions. They should use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice patterns and relationships. They should ask people questions and use simple secondary sources to find answers. They should use simple measurements and equipment (for example, hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out. With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language.</p> <p><b><i>At Long Knowle, in KS1 we teach a two-year rolling programme of topics: the children will meet all of the content of the programme of study below over those two years – not necessarily in the year group specified below.</i></b></p>
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	Year 1	Year 2
<p>Animals including humans</p>	<p>I can identify and name a variety of common British animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.</p> <ul style="list-style-type: none"> <li>• I can identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>• I can describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).</li> <li>• I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul> <p><i>(Autumn Cycle 1/Spring Cycle 2)</i></p>	<ul style="list-style-type: none"> <li>• I know that animals, including humans, have offspring which grow into adults.</li> <li>• I can describe the basic needs of animals, including humans, for survival.</li> <li>• I can describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</li> </ul> <p><i>(Autumn Cycle 1)</i></p>

	Year 1	Year 2
Living things and their habitats		<p>I can explore and compare the differences between things that are living, dead and things that have never been alive.</p> <ul style="list-style-type: none"> <li>• I can 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.</li> <li>• I can identify and name a variety of plants and animals in their habitats, including micro - habitats.</li> <li>• I can 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.</li> </ul> <p><i>(Summer Cycle 2)</i></p>
Plants	<ul style="list-style-type: none"> <li>• I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>• I can identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <p><i>(Summer Cycle 1)</i></p>	<ul style="list-style-type: none"> <li>• I can observe and describe how seeds and bulbs grow into mature plants.</li> <li>• I can find out and describe how plants needs water light and a suitable temperature to grow and stay healthy.</li> </ul> <p><i>(Summer Cycle 1)</i></p>
Seasonal Changes	<p>I can observe changes across the four seasons.</p> <ul style="list-style-type: none"> <li>• I can observe and describe the weather associated with the seasons and how day length varies.</li> </ul> <p><i>(Ongoing)</i></p>	
Materials	<ul style="list-style-type: none"> <li>• I can distinguish between an object and the material from which it is made.</li> <li>• I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</li> <li>• I can describe simple physical properties of a variety of everyday materials.</li> <li>• I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p><i>(Autumn Cycle 2, Spring Cycle 1)</i></p>	<ul style="list-style-type: none"> <li>• I can identify and compare the suitability of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>• I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul> <p><i>(Spring Cycle 1)</i></p>