



Staveley CE Primary School

Science Curriculum

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| EYFS | Children in the Early Years are working towards the following through our Science topics outlined below. |
| The Natural World | <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |

KEY STAGE 1

Science is taught to Year 1 and 2 over a 2 year rolling programme. This document shows the coverage of knowledge for each topic over the two years. The year group under the topic heading indicates the National Curriculum year group this topic falls under. Due to mixed age classes, the topic is taught to all KS1 year groups. Teachers design specific end point goals for each year group.

| | Autumn Term | Spring Term | Summer Term | | | |
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| | Year 1 Seasonal Changes will be covered throughout the year. Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. | | | | | |
| | WORKING SCIENTIFICALLY | | | | | |
| | Ask Qs and plan enquiry Ask simple questions and recognise they can be answered in different ways. | Set up enquiry Perform simple tests. | Observe and measure Observe closely using simple equipment. | Record Gather and record data to help in answering questions. | Interpret and report Identify and classify. Use appropriate scientific language to communicate ideas. | Evaluate Use their observations and ideas to suggest answers to questions. |
| | Everyday Materials (Year 1) 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. | Animals including humans (Year 1) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Year 2 Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Notice that animals, including humans, have offspring, which grow into adults. | Plants (Year 1) Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Year 2 Observe and describe how seeds and bulbs grow into mature plants. Living Things and Their Habitats (Year 2) | | | |

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| <p>Compare and group together a variety of everyday materials based on their simple physical properties.</p> <p>Use of everyday materials (Year 2)</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> | <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Animals including humans (Year 1)</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>(Year 2)</p> <p>Notice that animals, including humans, have offspring, which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> | <p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>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>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>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.</p> |
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