

## KS1 Progression of Science Skills

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Busy Bodies</i>	<i>Habitats Around the World</i>	Towers, Turrets and Tunnels	Toys	<i>Who Lives Here? (Local Study)</i>	<i>The Enchanted Wood</i>
Working scientifically	<p>Asking simple questions and recognising that they can be answered in different ways.</p> <ul style="list-style-type: none"> <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>					
Living things and their habitats Animals, including humans (Y2)	<ul style="list-style-type: none"> <li>• 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> <li>• Explore and compare the differences between things that are living, dead and things that have never been alive.</li> <li>• 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>• Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>• 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> <li>• To identify that humans, need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat.</li> <li>• To identify that humans, have skeletons and muscles for support, protection and movement.</li> </ul>					
Everyday Materials  Uses of everyday materials (Y2)			<ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made.</li> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</li> <li>• Describe the simple physical properties of a variety of everyday materials.</li> <li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> <li>• 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.</li> </ul>			

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Plants			<ul style="list-style-type: none"> <li>• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>• Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> <li>• To identify and describe the functions of different parts of flowering plants—roots, stem / trunk, leaves and flowers.</li> <li>• To investigate the way in which water is transported within plants.</li> <li>• To explore the part that flowers play in the life cycle of flowering plants including pollination, seed formation and seed dispersal.</li> </ul>
Seasonal Change			<ul style="list-style-type: none"> <li>• Observe changes across the four seasons.</li> <li>• Observe and describe weather associated with the seasons and how day length varies.</li> </ul>
Enrichment opportunities			Day at Eyes Meadow Explorer Dome (Habitats)
Global goals	<p><b>Global Goal 3 Good Health and Wellbeing</b> - Make sure everyone has the right to health care. End some disease. Educate people about mental health. Prevent deaths of babies and young children.</p>	<p><b>Global Goal 11 Sustainable Cities and communities</b> - Provide safe housing and basic services for all. Protect the world’s cultural and natural heritage. Tackle climate change. Provide safe transport that doesn’t harm the environment.</p>	<p><b>Global Goal 6 Clean water and sanitation</b> - Everyone has safe water and sanitation. Improve healthy hygiene habits. Stop chemicals being thrown into the water. Protect water environments.</p> <p><b>Global Goal 11 Sustainable Cities and communities</b> - Provide safe housing and basic services for all. Protect the world’s cultural and natural heritage. Tackle climate change. Provide safe transport that doesn’t harm the environment.</p> <p><b>Global Goal 12 Responsible use and Production</b> - Reduce waste through the three R’s: Reduce, Reuse and Recycle. Educate the public about different lifestyles.</p>
SIAMS	<p><b>2a</b> Meeting the academic needs of all pupils through the curriculum. Identifying and supporting those more vulnerable and who may have additional learning and personal needs.</p> <p><b>4a</b> Christian vision and associated values underpin relationships at all levels in the school community.</p> <p><b>5b</b> Provide all opportunities for all pupils to understand, respect and celebrate difference and diversity.</p> <p><b>5c</b> Ensure children can cherish themselves and others as unique and wonderfully made, to form healthy relationships where they respect and offer dignity to others.</p>	<p><b>2a</b> Meeting the academic needs of all pupils through the curriculum. Identifying and supporting those more vulnerable and who may have additional learning and personal needs.</p>	<p><b>2a</b> Meeting the academic needs of all pupils through the curriculum. Identifying and supporting those more vulnerable and who may have additional learning and personal needs.</p> <p><b>2b</b> The school supports all pupils in their spiritual development, enabling all pupils to flourish.</p> <p><b>3b</b> All pupils have curriculum opportunities to look beyond themselves and think globally about life and develop an understanding of disadvantage, deprivation and exploitation of the natural world.</p>

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Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me, You and Changes Too!	Hot like Fire!	Cold as Ice	Journeys	<i>On The Farm</i>	<i>Rio de Vida</i>
Working scientifically	Asking simple questions and recognising that they can be answered in different ways. <ul style="list-style-type: none"> <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>					
Living things and their habitats Animals, including humans (Y2)	<ul style="list-style-type: none"> <li>• 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> <li>• Identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals.</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores, and omnivores.</li> <li>• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals).</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and compare the differences between things that are living, dead and things that have never been alive.</li> <li>• 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>• 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> <li>• Identify and name a variety of plants and animals in their habitats, including microhabitats.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe changes across the four seasons.</li> <li>• Observe and describe weather associated with the seasons and how day length varies.</li> </ul>	<ul style="list-style-type: none"> <li>• notice that animals, including humans, have offspring which grow into adults</li> </ul>		

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<p>Properties and changes in materials</p>		<p>Distinguish between an object and the material from which it is made.</p> <ul style="list-style-type: none"> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li> <li>Describe the simple physical properties of a variety of everyday materials.</li> <li>Compare and group together a variety of everyday materials based on their simple physical properties.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, and cardboard for particular uses.</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting, and stretching.</li> </ul>	
<p>Plants</p>				<ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> <li>To identify and describe the functions of different parts of flowering plants—roots, stem / trunk, leaves and flowers.</li> <li>To investigate the way in which water is transported within plants.</li> <li>To explore the part that flowers play in the life cycle of flowering plants including pollination, seed formation and seed dispersal.</li> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>
<p>Seasonal Change</p>				
<p>Enrichment opportunities</p>				<p>Godfrey's Farm visit</p>
<p>Global goals</p>	<p><b>Global Goal 3 Good Health and Wellbeing</b> - Make sure everyone has the right to health care. End some disease. Educate people about mental health. Prevent deaths of babies and young children.</p>	<p><b>Global Goal 2 Zero Hunger</b> - By 2025 the number of children under 5 who suffer malnutrition will be reduced by 40%. 2023 extreme poverty will be a thing of the past. Increasing farming and small farmers pay. Respect the environment.</p>		<p><b>Global Goal 6 Clean water and sanitation</b> - Everyone has safe water and sanitation. Improve healthy hygiene habits. Stop chemicals being thrown into the water. Protect water environments.</p> <p><b>Global Goal 9 Industry and Innovation</b> - Ensure all developing countries have access to the internet. Support small businesses. Protect the environment. Improve technology.</p>

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SIAMS	<p><b>2a</b> Meeting the academic needs of all pupils through the curriculum. Identifying and supporting those more vulnerable and who may have additional learning and personal needs.</p> <p><b>4a</b> Christian vision and associated values underpin relationships at all levels in the school community.</p> <p><b>5b</b> Provide all opportunities for all pupils to understand respect and celebrate difference and diversity.</p> <p><b>5c</b> Ensure children are able to cherish themselves and others as unique and wonderfully made, to form healthy relationships where they respect and offer dignity to others.</p>	<p><b>2a</b> Meeting the academic needs of all pupils through the curriculum. Identifying and supporting those more vulnerable and who may have additional learning and personal needs.</p>	<p><b>2a</b> Meeting the academic needs of all pupils through the curriculum. Identifying and supporting those more vulnerable and who may have additional learning and personal needs.</p> <p><b>2b</b> The school supports all pupils in their spiritual development, enabling all pupils to flourish.</p> <p><b>3b</b> All pupils have curriculum opportunities to look beyond themselves and think globally about life and develop an understanding of disadvantage, deprivation and exploitation of the natural world.</p>
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