



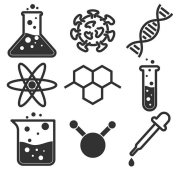
Curriculum Progression Document



Science - Key Stage 1 Year 1 and 2

Animals including Humans

Skills Objectives	Knowledge Objectives		
<p>Ask simple questions and recognise that they can be answered in different ways.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>Gather and record data to help in answering questions.</p>	<ol style="list-style-type: none"> 1. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals 2. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). 3. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. 4. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 5. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 6. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). 7. Notice that animals, including humans, have offspring which grow into adults. 		
Key Concepts and Vocabulary			
<p>Observe</p> <p>Data</p> <p>Analyse</p> <p>Thrive or Survive</p> <p>Life cycle</p> <p>Child</p> <p>Adolescent</p> <p>Adult</p>	<p>Sight</p> <p>Hearing</p> <p>Feel</p> <p>Taste</p> <p>Smell</p> <p>Diet</p> <p>Heart</p> <p>Heart-rate</p>	<p>Lungs</p> <p>Brain</p> <p>Stomach</p> <p>Intestines</p> <p>Skeleton</p> <p>Nerves</p>	<p>Mammal</p> <p>Reptile</p> <p>Bird</p> <p>Fish</p> <p>Amphibian</p> <p>Carnivore</p> <p>Herbivore</p> <p>Omnivore</p>



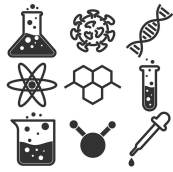
Curriculum Progression Document



Science - Key Stage 1 Year 1 and 2

Living Things and Their Habitats

Skills Objectives	Knowledge Objectives		
<ul style="list-style-type: none"> • Use observations and ideas to suggest answers to questions. • Identify and classify. • Observe closely, using simple equipment. • Gather and record data to help in answering questions. • Perform simple tests 	<ol style="list-style-type: none"> 1. Explore and compare the differences between things that are living, dead, and things that have never been alive. 2. 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. 3. Identify and name a variety of plants and animals in their habitats, including micro-habitats. 4. 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. 		
Key Concepts and Vocabulary			
Observe Identify Group Sort Record Data	Habitat Micro-habitat Environment Adapt Seashore Desert Woodland Rain-forest Ocean	Food chain Food web Predator Prey Carnivore Herbivore Omnivore	Grow Growth Move Reproduce



Curriculum Progression Document



Science - Key Stage 1 Year 1 and 2

Plants

Skills Objectives	Knowledge Objectives		
<ul style="list-style-type: none"> • Use observations and ideas to suggest answers to questions. • Identify and classify. • Observe closely, using simple equipment. • Perform simple tests 	<ol style="list-style-type: none"> 1. Identify and describe the basic structure of a variety of common flowering plants. 2. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. 3. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 4. Observe and describe how seeds and bulbs grow into mature plants. 		
Key Concepts and Vocabulary			
Observe Identify Classify Record Data Fair test	Root Stem Branch Leaf Flower	Reproduction Growth Seed Seedling Bulb Fruit	Tree identification during woodland skills



Curriculum Progression Document



Science - Key Stage 1 Year 1 and 2

Electricity

Skills Objectives		Knowledge Objectives	
<ul style="list-style-type: none"> • Set up simple practical enquires, comparative and fair tests. • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Identify differences, similarities or changes related to simple scientific ideas and processes. 		<ol style="list-style-type: none"> 1. Identify common appliances that run on electricity. 2. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. 3. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. 	
Key Concepts and Vocabulary			
Diagrams Labels Key Compare Identify Predictions	Circuit Switch Buzzer Bulb (holder) Wire Crocodile	Battery Safety Insulate Conduct Flow	Circuit diagrams Circuit symbols Uses of electricity



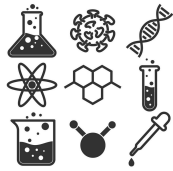
Curriculum Progression Document



Science - Key Stage 1 Year 1 and 2

Everyday materials

Skills Objectives	Knowledge Objectives		
<ul style="list-style-type: none"> • Gather and record data to help in answering questions. • Identify and classify. • Observe closely, using simple equipment. • Perform simple tests. • Gather and record data to help in answering questions. 	<ol style="list-style-type: none"> 1. Distinguish between an object and the material from which it is made. 2. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. 3. Compare and group together a variety of everyday materials on the basis of their simple physical properties. 4. Describe the simple physical properties of a variety of everyday materials. 5. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. 6. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 		
Key Concepts and Vocabulary			
Observe Identify Classify Record Data Fair test	Organic Natural Man-made Manufactured Property Raw state	(Non-)Magnetic Flexible Stiff Shiny Dull Smooth Rough	Opaque Transparent Water-proof Absorbent



Curriculum Progression Document



Science - Key Stage 1 Year 1 and 2

Seasonal Changes

Skills Objectives	Knowledge Objectives		
<ul style="list-style-type: none"> • Ask simple questions and recognise they can be answered in different ways. • Gather and record data to help in answering questions. • Use observations and ideas to suggest answers to questions. 	<ol style="list-style-type: none"> 1. Observe changes across the four seasons. 2. Observe and describe weather associated with the seasons and how day length varies. 3. Understand that this is linked to the movement of the Earth in relation to the sun 4. Understand that this movement also creates the tides 5. Understand how the changing seasons can affect sea state. 		
Key Concepts and Vocabulary			
Observe Identify Classify Record Data	Cloud Sun Rain Hail Snow Frozen	Dangers of the sun	Meteorology Tidal High/low tide Spring and neap tide