



Science Key Stage 1 Coverage and Progression

	Year 1	Year 2
Big Question	How do the seasons impact on what we do?	Which materials would we use to build a shelter?
National Curriculum coverage	Seasonal Changes	Uses of everyday materials
Scientific knowledge, skills and understanding progression	• I can observe changes across the four seasons. (Sc 1a) • I can name the four seasons in order. • I can observe and describe weather associated with the seasons. (Sc 1b) • I can observe and describe how day length varies.	• I can describe the simple physical properties of a variety of everyday materials. • I can identify and name a range of materials, including plastic, glass, etc. (Em 2a) • I can suggest why a material might or might not be used for a specific job. (Em 2b) • I can explore how shapes can be changed by squashing, bending and stretching. (Em 2c)
Big Question	What do aliens think of life on planet Earth?	Would a dinosaur make a good pet?
National Curriculum coverage	Everyday Materials	Living things and their habitats
Scientific knowledge, skills and understanding progression	• I can distinguish between an object and the material from which it is made. (Em 1a) • I can describe materials using my senses. • I can describe materials using my senses, using scientific words. • I can explain what material objects are made from. (Em 1b) • I can explain why a material might be useful for a specific job. • I can name some different materials e.g wood, plastic, metal, water and rock. (Em 1c) • I can sort materials into groups based upon their properties (Em 1d) • I can explain how solid shapes can be changed by squashing, bending, twisting and stretching.	• I can explain the differences between living and non-living things. (LTH 2a) • I can describe some of the life processes common to plants and animals, including humans. • I can identify and name plants and animals in a range of habitats. (LTH 2c) • I can describe how a habitat provides for the basic needs of the things living there. (LTH 2b) • I can match living things to their habitats. (LTH 2d) • I can describe how plants and animals are suited to their habitat. • I can describe how animals find their food. (LTH 2e) • I can name different food sources for animals. (LTH 2f) • I can explain a simple food chain. (LTH 2g)
Big Question	How are humans different to penguins?	How can I stay healthy?
National Curriculum coverage	Animals, including humans	Animals, including humans
Scientific knowledge, skills and understanding progression	• I can point out some differences between different animals. • I can sort living and non-living things. (AiH 1d) • I can identify and name a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates). (AiH 1a) • I can describe how an animal is suited to its environment. • I can identify and name a variety of common animals that are carnivores, herbivores and omnivores. (AiH 1b) • I can name the parts of the human body that I can see. (AiH 1e) • I can draw and label basic parts of the human body. • I can identify the main parts of the human body and link them to my senses. (AiH 1f) • I can sort animals into categories. (AiH 1c) • I can classify animals by what they eat (carnivore, herbivore, omnivore). (AiH 1b) • I can compare the bodies of different animals.	• I can explain the basic stages in a life cycle for animals and humans. (AiH 2a) • I can describe what animals needs to survive. (AiH 2b) • I can explain the basic needs of animals, including humans for survival (water, food, air) • I can describe why exercise, a balanced diet and hygiene are important for humans. (AiH 2c)

Science Key Stage 1 Coverage and Progression



	Year 1	Year 2
Big Question	Which materials should the three little pigs use to build their house?	What <u>can</u> we grow in the school garden?
National Curriculum coverage	Everyday Materials	Plants
Scientific knowledge, skills and understanding progression	• I can distinguish between an object and the material from which it is made. (Em 1a) • I can describe materials using my senses. • I can describe materials using my senses, using scientific words. • I can explain what material objects are made from. (Em 1b) • I can explain why a material might be useful for a specific job. • I can name some different materials e.g wood, plastic, metal, water and rock. (Em 1c) • I can sort materials into groups based upon their properties (Em 1d) I can explain how solid shapes can be changed by squashing, bending, twisting and stretching.	• I can describe what a plant needs to survive. • I can observe and describe how seeds and bulbs grow into mature plants. (PI 2a) • I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (PI 2b)
Big Question	What grows in the school grounds?	What <u>has</u> grown in the school garden?
National Curriculum coverage	Plants	Plants
Scientific knowledge, skills and understanding progression	• I can name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant. (PI 1b) • I can identify and name a range of common plants and trees. (PI 1a) • I can recognise deciduous and evergreen trees. • I can name the trunk, branches and root of a tree. (PI 1c) • I can describe the parts of a plant (roots, stem, leaves, flowers)	• I can describe what a plant needs to survive. • I can observe and describe how seeds and bulbs grow into mature plants. (PI 2a) • I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (PI 2b)
Big Question	What are the differences between Oldham and the rainforests?	A Local Wildlife Study
National Curriculum coverage	Plants Animals, including humans	Animals, including humans Living things and their habitats
Scientific knowledge, skills and understanding progression	• I can point out some differences between different animals. • I can sort photographs of living and non-living things. • I can describe how an animal is suited to its environment. • I can identify and name a variety of common animals that are carnivores, herbivores and omnivores. • I can name the parts of an animal's body. • I can classify animals by what they eat (carnivore, herbivore, omnivore)	Animals, including humans: • I can explain that animals grow and reproduce. • I can explain why animals have offspring which grow into adults. • I can describe the life cycle of some living things (e.g egg, chick, chicken) • I can explain the basic needs of animals, including humans for survival (water, food, air) • I can name animals and sort them into groups Living things and their habitats: • I can match certain living things to the habitats they are found in. • I can describe how a habitat provides for the basic needs of the things living there. • I can identify and name plants and animals in a range of habitats • I can describe how animals find their food • I can name different food sources for animals • I can explain a simple food chain