


Two Year Cycle

By the end of KS1				
				
Plants	Living things & their habitats	Animals including humans	Everyday Materials	Seasons
P1: I can identify and name a variety of common wild and garden plants, including deciduous and evergreen.	L1: I can explore and compare the differences between things that are living, dead, and things that have never been alive.	A1: 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.	M1: I can distinguish between an object and the material from which it is made	S1: Observe changes across the four seasons
P2: I can identify and describe the basic structure of a variety of common flowering plants, including trees	L2: 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	A2: I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammal	M2: I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.	S2: Observe and describe the weather associated with the seasons and how the day length varies.
P3: I can observe and describe how seeds and bulbs grow into mature plants	L3: I can identify and name a variety of plants and animals in their habitats, including micro-habitats.	A3: I can identify and name a variety of common animals that are carnivores, herbivores and omnivores	M3: I can describe the simple physical properties of a variety of everyday materials.	
P4: I can observe and describe how seeds and bulbs grow into mature plants	L4: 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.	A4: I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).	M4: I can compare and group together a variety of everyday materials on the basis of their simple physical properties.	
		A5: I can notice that animals, including humans, have offspring which grow into adults		
		A6: I can find out about and describe the basic needs of animals, including humans, for survival (food, air, water)		



Science Phase Overview KS1 Cycle A and B

		A7: I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene		
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Science Phase Overview KS1 Cycle A and B



Cycle A

Autumn Animals including Humans	Spring Living Things & habitats	Summer Name & Classifying Plants/Structures
A1, A2, A3, A4	L1, L2, L3, L4	P1, P2
Subject Specific Vocabulary		
head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, names of animals experienced first-hand from each vertebrate group, parts of the human body including those within the school's RSE policy, senses, touch, see, smell, taste, hear, fingers, skin, eyes, nose, ears, tongue	living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival, names of local habitats (e.g. pond, woodland etc.), names of micro-habitats (e.g. under logs, in bushes etc.), conditions, light, dark, shady, sunny, wet, damp, dry, hot, cold, names of living things in the habitats and micro-habitats studied	leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, names of trees in the local area, names of garden and wild flowering plants in the local area
Seasons will be studied throughout the year.		
S1, S2	weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, winter, summer, spring, autumn, Sun, sunrise, sunset, day length	
I will ...		
<ul style="list-style-type: none"> • Know the name of parts of the human body that can be seen • Know which sense is associated with which part of the body <p>Seasons:</p> <ul style="list-style-type: none"> • Observe and know about the changes in the seasons • Name the seasons and know about the type of weather in each season 	<ul style="list-style-type: none"> • know and name a variety of animals including fish, amphibians, reptiles, birds and mammals • classify and know animals by what they eat (carnivore, herbivore and omnivore) • know how to sort animals into categories (including fish, amphibians, reptiles, birds and mammals) • know how to sort living and non-living things 	<ul style="list-style-type: none"> • know and name a variety of common wild and garden plants • know and name the petals, stem, leaves and root of a plant • know the names of the birds in our school grounds



Science Phase Overview KS1 Cycle A and B



Cycle B

Autumn Animals including Humans Life Cycles	Spring Properties of Materials	Summer Survival of plants Seeds/bulbs/life cycle
A5, A6	M1, M2, M3, M4	P3, P4
Subject Specific Vocabulary		
offspring, reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g. chick/chicken, kitten/cat, caterpillar/butterfly), survive, survival, water, food, air, exercise, heartbeat, breathing, hygiene, germs, disease, food types (e.g. meat, fish, vegetables, bread, rice, pasta, dairy)	object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through opaque, transparent, translucent, reflective, non-reflective, flexible, rigid, shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching	light, shade, Sun, warm, cool, water, space, grow, healthy, bulb, germinate, shoot, seedling
Seasons will be studied throughout the year.		
S1, S2	weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, winter, summer, spring, autumn, Sun, sunrise, sunset, day length	
I will		
<ul style="list-style-type: none"> • know the basic stages in a life cycle for animals, (including humans) • know why exercise and a balanced diet are important for humans • know why having good hygiene is important for humans <p>Seasons:</p>	<ul style="list-style-type: none"> • Know the name of the materials an object is made from • Know about the properties of everyday materials • Know the difference between wood, plastic, glass, metal, water and rock • Compare and group materials • Know why some materials are more suitable than others for specific uses • Know why glass, wood, plastic, brick or paper would be used for certain jobs 	<ul style="list-style-type: none"> • Know what a plant needs to grow healthily • Know how trees grow from a seed • Identify and name trees that are around them. • Know what trees need in order to grow and stay healthy (water, light & suitable temperature)



Science Phase Overview KS1 Cycle A and B

- Observe and know about the changes in the seasons
- Name the seasons and know about the type of weather in each season

- Know that some materials can be squashed, twisted or bent according to need
- Know why certain materials are suitable for many different uses
- Know about the lives of important people who have developed useful new materials