

KEY STAGE 1: Science Curriculum



Working Scientifically	Biology Pupils should be taught to:	Chemistry Pupils should be taught to:	Physics Pupils should be taught to:
<p>During Years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> ▪ asking simple questions ▪ observing closely, using simple equipment ▪ performing simple tests ▪ identifying and classifying ▪ using their observations and ideas to suggest answers to questions ▪ gathering and recording data to help in answering questions (Year 2 only). 	<p><u>All living things</u></p> <ul style="list-style-type: none"> ▪ explore and compare the differences between things that are living, dead, and things that have never been alive <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> ▪ identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates ▪ identify and name a variety of common animals that are carnivores, herbivores and omnivores ▪ describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets) ▪ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. ▪ notice that animals, including humans, have offspring which grow into adults ▪ find out about and describe the basic needs of animals, including humans, for survival (water, food and air) ▪ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene <p><u>Plants</u></p> <ul style="list-style-type: none"> ▪ identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen ▪ identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. ▪ observe and describe how seeds and bulbs grow into mature plants ▪ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p><u>Habitats</u></p> <ul style="list-style-type: none"> ▪ 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 ▪ identify and name a variety of plants and animals in their habitats, including micro-habitats ▪ 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><u>Everyday materials</u></p> <ul style="list-style-type: none"> ▪ 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 ▪ compare and group together a variety of everyday materials on the basis of their simple physical properties ▪ identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard ▪ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p><u>Movement</u></p> <ul style="list-style-type: none"> ▪ notice and describe how things are moving, using simple comparisons such as faster and slower ▪ compare how different things move. <p><u>Seasonal changes</u></p> <ul style="list-style-type: none"> ▪ observe the apparent movement of the Sun during the day ▪ observe changes across the four seasons ▪ observe and describe weather associated with the seasons and how day length varies.