Core Subject: Science Coverage Cycle A:

Key stage 1

Key Components of knowledge

	Animals including humans *Amazing Me!*	Everyday Materials *Brilliant Builders!*	Animals including humans *Wild and wonderful creatures*	Seasonal changes *Wild Weather*	Plants *Growing Things*	Living things and their habitats *Food chains*
Key Vocab	**Healthy, diet, off-spring, proteins, carbohydrates, fats, nutritious, survival, hygiene**	**Materials, wood, plastic, metal, liquid, gas, stretch, stiff, bend, waterproof, shiny**	**Fish, amphibians, reptiles, birds, mammals, carnivore, herbivore, omnivore, tame, wild, nocturnal**	**Autumn, spring, summer, winter, fall, weather, temperature, thermometer, weather symbol, deciduous, coniferous**	**Buds, bulbs, deciduous, evergreen, trunk, vegetables, wild plants, environment, blossom, petals, branches**	**Fish, amphibians, reptiles, birds, mammals, carnivore, herbivore, omnivore, tame, wild, nocturnal**
Year 1 National Curriculum	**Animals, including humans** →Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	**Everyday materials** →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.	**Animals, including humans** →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.	**Seasonal Changes** →Observe changes across the four seasons. →Observe and describe weather associated with the seasons and how day length varies.	**Plants** →identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. →identify and describe the basic structure of a variety of common flowering plants, including trees.	
Year 2 National Curriculum	**Animals, including humans** →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.	**Uses of everyday materials** →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.	**Animals, including humans** →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.		**Plants** →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.	**Living things and their habitats:** →explore and compare the differences between things that are living, dead, and things that have never been alive →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.
Working Scientifically	→asking simple questions and recognising that they can be answered in different ways →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.	→asking simple questions and recognising that they can be answered in different ways →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.	→asking simple questions and recognising that they can be answered in different ways →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.	→asking simple questions and recognising that they can be answered in different ways →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.	→asking simple questions and recognising that they can be answered in different ways →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.	→asking simple questions and recognising that they can be answered in different ways →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.

Core Subject: Science Coverage Cycle B:

Key stage 1

Key Components of knowledge						
	Animals including humans *People and their pets*	Everyday Materials *Exploring changes*	Everyday Materials *Brilliant Builders #2*	Seasonal changes *Weather art*	Plants *Art and Nature*	Living things and their habitats *Habitats and Homes*
Key Vocab	**Nutrition, skeleton, muscles, diet, joint, pelvis, rib cage, tendon, spine**	**Metal, plastic, Charlie Macintosh, John Dunlop, wood, squashing, bending, twisting, stretching, John McAdams**	**Materials, wood, plastic, metal, liquid, gas, stretch, stiff, bend, waterproof, shiny**	**Autumn, spring, summer, winter, fall, weather, temperature, thermometer, weather symbol, deciduous, coniferous**	**Roots, crown, deciduous, evergreen, blossom, bulb, trunk, stem, woodland, habitat, oxygen**	**Dinosaur, indigenous, rivers, woodland, pond, sea, rainforest, desert, species, microhabitats**
Year 1 National Curriculum	**Animals, including humans** →Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	**Everyday materials** →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.	**Everyday materials** →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.	**Seasonal Changes** →Observe changes across the four seasons. →Observe and describe weather associated with the seasons and how day length varies. **Light** →Observe and name a variety of sources of light, including electric lights, flames and the Sun. →Associate shadows with a light source being blocked by something.	**Plants** →Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. →Identify and describe the basic structure of a variety of common flowering plants, including trees.	
Year 2 National Curriculum	**Animals, including humans** →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.	**Uses of everyday materials** →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.	**Uses of everyday materials** →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.		**Living things and their habitats:** →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 microhabitats. →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.	**Living things and their habitats:** →explore and compare the differences between things that are living, dead, and things that have never been alive →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
Working Scientifically	→asking simple questions and recognising that they can be answered in different ways →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.	→asking simple questions and recognising that they can be answered in different ways →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.	→asking simple questions and recognising that they can be answered in different ways →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.	→asking simple questions and recognising that they can be answered in different ways →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.	→asking simple questions and recognising that they can be answered in different ways →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.	→asking simple questions and recognising that they can be answered in different ways →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.

Cycle A:

Animals Including Humans

Amazing Me!

1. Wow! We have changed!
2. Body patterns
3. Playground sounds
4. Sorting using senses
5. All our senses
6. Balancing lunch boxes

Suggested for Autumn 1

Everyday Materials

Brilliant Builders!

1. We're going on a material hunt
2. Material pairs and properties
3. Sticking together
4. Odd one out
5. Three little pigs: brilliant builders?
6. Three little pigs: alternative materials

Suggested for Spring 1

Animals Including Humans

Wild and Wonderful Creatures

1. Different kinds of animals
2. We are wonderful creatures too!
3. Habitats in a bottle
4. Facts and Flaps
5. Micro-safaris
6. Tour guides and visitors

Suggested for Summer 1

Seasonal Changes

Wild Weather

1. What do we know about the weather?
2. Wondering about weather
3. Shadow surprises!
4. Weather stations! Rainfall
5. Weather stations! Wind direction
6. Weather stations! Temperature

Suggested for Autumn 2

Plants

Growing Things

1. What's growing outside?
2. Spuds
3. Beans in bags
4. Grow some cress!
5. Bean update
6. Cress sandwiches

Suggested for Spring 2

Living Things and Their Habitats

Food Chains

1. Exploring food chains
2. Creating food chains
3. Dead or alive!
4. Food chain dioramas
5. Classroom aquariums
6. Creating food chains

Suggested for Summer 2

Cycle B:

Animals Including Humans

People and their Pets

1. Go exploring!
2. Where do woodlice like living?
3. Puppy has made a mess!
4. Design an imaginary pet!
5. My pet is happy!
6. Bring pets to school day

Suggested for Autumn 1

Everyday Materials

Brilliant Builders

1. Fixing a torn umbrella: Part 1
2. Fixing a torn umbrella: Part 2
3. Are bricks absorbent?
4. Mopping up
5. Waterproofing materials
6. Printing

Suggested for Spring 1

Everyday Materials

Exploring Changes

1. Ice watching
2. Frozen!
3. Puddle patrol part 1
4. Puddle patrol part 2
5. Wonderful wax!
6. Changing materials

Suggested for Summer 1

Seasonal Changes

Weather Art

1. Four seasons
2. Windsock wonder
3. Spinners and spirals
4. Looking at light
5. Creating sundials
6. Shadow theatre

Suggested for Autumn 2

Plants

Art and Nature

1. Where does it come from?
2. Helicopters
3. What lives in the garden?
4. What's inside a flower?
5. Looking closely
6. What's inside a tree?

Suggested for Spring 2

Living Things and Their Habitats

Habitats and Homes

1. Playground allotment
2. Micro-habitats
3. Farming
4. Designing a bug hotel
5. Make a bug hotel
6. Harvest the spoils

Suggested for Summer 2