**National Curriculum**

**Science Key Stage 1**

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| **Science**  **National Curriculum Objectives (KS1)** | | **Where are they taught?** |
| **Pupils should be taught to…** | | |
| **Plants** | identify a variety of common wild and garden plants, including deciduous and evergreen trees | Unity in the Community |
| identify and describe the basic structure of a variety of common flowering 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 |
| **Animals, Including Humans** | identify and name a variety of common animals including birds, fish, amphibians, reptiles and mammals | Going Wild  One Day Many Ways  *Happily Ever After* |
| 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 (fish, amphibians, reptiles, birds and mammals, 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 | KS1 3D PSHE C1 U3 L2 (within Going Wild) |
| notice that humans and other animals can produce offspring and that these offspring can grow into adults | Going Wild  Happily Ever After |
| find out about the basic needs of animals, as well as humans, for survival (which are food, water and air) | Going Wild |
| describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene | One Day Many Ways  **Within KS1 3D PSHE**  C1 U1 L2 (within Come Fly With Me! Arctic Circle)  C1 U1 L4, L6 (within Going Wild)  C1 U1 L5 (additional lesson)  C1 U2 L1 – 6 (additional lessons) |

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| **Everyday Materials** | distinguish between an object and the material from which it is made | Come Fly With Me!  Arctic Circle  Skip of the Dump |
| identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock |
| Describe how the simple physical properties of a variety of everyday materials vary |
| compare and group together a variety of everyday materials on the basis of their simple physical properties |
| 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 |
| **Seasonal Changes** | observe changes across the four seasons | Come Fly With Me! Arctic Circle  *The Four Seasons Project* |
| observe and describe weather associated with the four seasons and how day length varies |
| **Living Things and**  **Their Habitats** | explore and compare the differences between things that are living, dead, and things that have never been alive | Going Wild  Happily Ever After |
| 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 | Come Fly With Me!  Arctic Circle  The Beachcombers |
| 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 | One Day Many Ways  Unity in the Community |

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| **Light (LKS2)** | recognise that shadows are formed when the light from a light source is blocked by a solid object | Light Up the World  Skip of the Dump |
| recognise that light from the Sun can be dangerous and that there are ways to protect their eyes |
| recognise that we need light in order to see things and that dark is the absence of light |
| **Sound (LKS2)** | recognise that sounds get fainter as the distance from the sound source increases | Land Ahoy!  The Beachcombers |
| **Living Things and Their Habitats**  **(LKS2)** | recognise that environments can change and that this can sometimes pose dangers to living things | Going Wild |
| **Electricity (LKS2)** | construct a simple series electrical circuit identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers | Zero to Hero |
| recognise that a switch opens and closes and circuit |
| **Forces and Magnets (LKS2)** | compare how things move on different surfaces | Land Ahoy!  The Beachcombers |