

KS1- Living things and their habitats Autumn 1			
Substantive Knowledge		Disciplinary Knowledge	
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
<ul style="list-style-type: none"> I can compare the differences between things that are living, that are dead and that have never been alive. 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. I can identify and name a variety of plants and animals in their habitats, including micro-habitats. 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. 	<ul style="list-style-type: none"> alive dead never alive non-living cells move reproduce nutrition growth habitat micro-habitat environment energy food chain 	I can group things that are living, dead and have never been alive. I can find different habitats within our school grounds. I can find different plants and animals in their habitats. I can carry out an enquiry about living things and their habitats. I can create a simple food chain.	
		Skills	
		Year 1	Year 2
		I can recognise things that are living, dead and have never been alive. I can recognise different habitats within our school grounds. I can recognise plants and animals in their habitats. I can describe animals in their habitats. I can recognise a simple food chain.	I can identify and describe things that are living, dead and have never been alive. I can compare and contrast different habitats within our school grounds. I can identify and describe plants and animals in their habitats. I can reason and speculate about animals in their habitats. I can describe and sequence a simple food chain.
Prior Learning- What should they already know?			
EYFS Explore the natural world around them, making observations and drawing pictures of animals and plants know some similarities and differences between the natural world around them and contrasting environments,			

KS1- Seasonal change
Autumn 2

Substantive Knowledge		Disciplinary Knowledge	
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
<ul style="list-style-type: none"> I can name the 4 seasons and say when in the year they occur I can observe and describe weather associated with the seasons I can observe changes across the 4 seasons I can describe some other features that change throughout the year that are caused by the change in weather I can explain how day light (from the sun rising to sun setting) length varies across the year (longer in summer, shorter in winter) 	<ul style="list-style-type: none"> weather temperature seasons leaves change thermometer rain gauge 	I can measure the weather using simple equipment. I can record the weather on a weather chart.	
		Skills	
		Year 1	Year 2
		I can measure the weather using simple equipment and make observations I can record the weather on a weather chart and describe the results	I can measure the weather using simple equipment and describe my observations I can record the weather on a weather chart and compare and contrast the results
Prior Learning- What should they already know?			
EYFS Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons.			

KS1- Everyday materials

Science Cycle A KS1

Spring			
Substantive Knowledge		Disciplinary Knowledge	
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
<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. 	<ul style="list-style-type: none"> properties materials liquid surface object reflect wood plastic glass metal rock water 	I can sort different materials. I can group a variety of materials.	
		Skills	
		Year 1	Year 2
		I can identify and describe objects and materials. I can describe how I would carry out a simple test to answer a question. I can use my observations and ideas to suggest answers to questions.	I can identify and classify objects and materials. I can select equipment to carry out a simple test to answer a question. I can use my observations and ideas to reason and speculate about answers to questions.
Prior Learning- What should they already know?			
EYFS			
Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter			

KS1- Plants Summer 1	
Substantive Knowledge	Disciplinary Knowledge

Science Cycle A KS1

What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
<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. 	<ul style="list-style-type: none"> plant parts of a plant - flowers, leaves, stem, roots common plants - daffodil, tulip, rose, bluebell, foxglove tree parts of a tree - crown, leaves, twigs, branches, trunk, roots common trees - ash, birch, beech, maple, oak, horse chestnut, sweet chestnut seed evergreen deciduous 	I can label parts of a flowering plant.	
		Skills	
		Year 1	Year 2
		<p>I can recognise and identify common plants.</p> <p>I can recognise parts of a flowering plant.</p> <p>I can ask simple questions.</p>	<p>I can identify and classify common plants.</p> <p>I can recognise and describe parts of a flowering plant.</p> <p>I can ask simple questions and speculate about the answers.</p>
Prior Learning- What should they already know?			
<p>EYFS</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>			

Summer 2			
Substantive Knowledge		Disciplinary Knowledge	
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
<ul style="list-style-type: none"> • That animals, including humans, have offspring which grow into adults. • Investigate and describe the basic needs of animals, including humans, for survival (water, food and air). 	<ul style="list-style-type: none"> • growth • offspring • survive - water, food, air, shelter • healthy • balanced diet • regular exercise • hygiene • pupa • baby, toddler, child, teenager, adult • fluids 	I can create a lifecycle of animals including humans. I can create the 'Eatwell Plate'.	
		Skills	
		Year 1	Year 2
		I can recognise a simple life cycle. I can ask questions.	I can describe and sequence a simple life cycle. I can ask questions. I can use my observations and ideas to speculate about answers to my questions.
Prior Learning- What should they already know?			
EYFS Explore the natural world around them, making observations and drawing pictures of animals and plants.			