



KS1 Progressions of Skills- Science

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science Topic National Curriculum Subject Content	How did the Great Fire change London? (History)	Are all pictures art? (Art)	Why don't tigers and polar bears live in Long Eaton?(Science/Geography)	Could we live on the Moon? (Moon landing) History	How are our toys different from those in the past?	What do we know about Long Eaton?
Global Goals	9. Industry, Innovation and infrastructure		13. Climate Action	11 Sustainable Cities and Communities	3. Good Health and Well-Being 4. Quality Education	8. Decent Work and Economic Growth.
British Values	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Democracy	Rule of Law
Enrichment opportunities	Baking with parents /bakery visit	Planting trees/hedges		Space Centre Leicestershire	Sudbury Hall	Trip to West Park
Topics	Uses of Everyday Materials	Animals including humans + Healthy eating	Living things and their habitats.	Animals including humans + healthy eating and revisit as appropriate from Autumn 1 & 2 Building on and consolidating learning from Autumn 2 - talk about a healthy lunch box. Building on and consolidating materials learning from Autumn 1- choosing suitable	Animals including humans and revisit as appropriate from Spring 1 and Autumn 1 & 2	Plants



				material to make the lunch box.		
Knowledge						
	<p>To be able to name everyday materials and talk about their properties using scientific vocabulary. To know why materials are suited to specific purposes</p>	<p>To know that all living things have a life cycle. To be able to describe the life cycle of familiar plants and animals, including humans.</p>	<p>To know why an animal is suited to its particular habitat. To know the difference between things that are living, dead and have never been alive To know how animals obtain their food from plants and other animals..</p>	<p>To understand why we need exercise to stay healthy. To know how to make healthy choices. To know the different food groups and their purposes. To understand what personal hygiene is. To understand what healthy eating means.</p>	<p>To identify parts of the human body. To perform simple tests.</p>	<p>To know what plants need to grow into mature plants. To recognise that questions can be answered in different ways.</p>
Skills						
	<p>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</p>	<p>Notice that animals have offspring which grow into adults. Look at reproduction and growth in animals. Look at life cycles of humans and animals.</p>	<p>Explore and compare things that are dead, alive, never been alive. Identify and name a variety of plants and animals in their habitats and microhabitats. Why is an animal suited to its habitat?</p>	<p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Observe closely, using simple equipment.</p>	<p>Label parts of the human body and link body parts to the senses. Answer questions e.g. Do the tallest children have the biggest feet?</p>	<p>Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and suitable temp to grow and stay healthy.</p>



	materials can be changed by squashing, bending, twisting and stretching.		Build on learning from cycle A. Food chains.	Test the effects of exercise on the human body. Perform simple tests. Describe the importance for humans of eating the right amounts of different types of food.		To gather and record data to answer a question.
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