

Science Knowledge and skills progression Map Cycle B

| Class 2 Years 1/2 | | | | | | |
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| KS1 Working Scientifically. | <ul style="list-style-type: none"> ● Asks simple questions and recognises that they can be answered in different ways. ● Observes closely, using simple equipment. ● Performs simple tests. ● Can identify and classify. ● Uses their observations and ideas to suggest answers to questions. ● Gathers and records data to help in answering questions. | | | | | |
| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic | Animals including Humans | | Seasons | Animals | Living things and their habitats | Seasons (continued) |
| Key knowledge | <ul style="list-style-type: none"> ● I Can describe how animals including humans have offspring which grow into adults, using the appropriate names for the stages <ul style="list-style-type: none"> ● I Know that to survive animals need sunlight, water, air, food and a suitable habitat (including shelter for protection from predators and the environment). ● I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense | | <ul style="list-style-type: none"> ● I Know when each of the four seasons occurs ● I Know what the features of Spring are and what happens to trees in this season ● Knows that days are longer in summer (sunshine hours) than in winter ● Observe changes across the four seasons | <ul style="list-style-type: none"> ● I Know and can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals e.g. cat, robin, adder, frog, salmon. ● I Know and can identify and name a variety of common animals that are carnivores, herbivores and omnivores. | <ul style="list-style-type: none"> ● I Know and can explain the differences between things that are living, dead, and things that have never been alive ● I Know that most living things live in habitats to which they are suited <ul style="list-style-type: none"> ● I Know and can describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other | <ul style="list-style-type: none"> ● I Know about and can describe weather in different seasons over a year. ● I Know and can describe the features of different seasons and how they change through the year. |

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| | | | | <ul style="list-style-type: none"> ● I Know and can name a variety of plants and animals in their habitats, including micro-habitats ● I Know and can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and make the different sources of food. | |
| Key Skills | <ul style="list-style-type: none"> ● Ask questions and use secondary sources to find out about the life cycles of some animals ● Observe animals growing over a period of time e.g. chicks, caterpillars, a baby ● Ask questions of a parent about how they look after their baby ● Ask pet owners questions about how they look after their pet ● Take measurements of parts of the body and present results in a table to interpret. ● Conduct simple sense experiments. Which part of my body is good for feeling, which is not? Which | <ul style="list-style-type: none"> ● Gather and record data about weather conditions in autumn, drawing on observation and using simple equipment (such as a container to measure rainfall) ● Use data to create a pictogram and use this to describe changes in day length over the seasons. ● Use their evidence to describe some other features of the weather, surroundings, themselves, animals, and plants found in autumn. | <ul style="list-style-type: none"> ● Make first hand close observations of animals from each of the groups (city farm) ● Compare the structure of two animals from the same or different group e.g. wings, feathers, vertebrates/ invertebrates. | <ul style="list-style-type: none"> ● Explore the outside environment regularly to find objects that are living, dead and have never lived ● Classify objects found in the local environment ● Observe animals and plants carefully, drawing and labelling diagrams ● Create simple food chains for a familiar local | <ul style="list-style-type: none"> ● Collect information about the weather regularly throughout the year. ● Present this information in tables and charts to compare the weather across the seasons. ● Collect information, regularly throughout the year, of features that change with the seasons e.g. plants, animals, humans. ● Present this information in different |

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| | <p>food/flavours can I identify by taste? Which smells can I match?</p> | <ul style="list-style-type: none"> ● Demonstrate their knowledge in different ways e.g. creating seasonal artwork, creating a pictogram (and use this to ask and answer related questions). | <ul style="list-style-type: none"> ● Classify animals using a range of features e.g. lay eggs/give birth to live young. herbivore, omnivore (these terms do not have to be explicitly taught). ● Identify animals by matching statements to named images. | <p>habitat from first hand observation and research</p> <ul style="list-style-type: none"> ● Create simple food chains from information given e.g. in picture books (Gruffalo etc.) ● Can sort into living, dead and never lived ● Can give key features that mean the animal or plant is suited to its microhabitat ● Using a food chain can explain what animals eat ● Can explain in simple terms why an animal or plant is suited to a habitat | <p>ways to compare the seasons.</p> <ul style="list-style-type: none"> ● Gather data about day length regularly throughout the year and present this to compare the seasons. ● Use gathered evidence to describe the general types of weather and changes in day length over the seasons. ● Use evidence to describe some other features of their surroundings, themselves, animals, plants that change over the seasons. ● Demonstrate knowledge in different ways e.g. creating seasonal artwork. |
| Enrichment opportunities | Classroom visit from doctor/nurse. | Observations and field/forest school work on field. | Zoo visit. | | Observations and field/forest school work on field. |
| Previous learning | <p>EYFS <u>Autumn 1</u> <u>All about me</u> I know about how I have changed from a baby to a child</p> | <p><u>EYFS</u> <u>Throughout the year</u> ● Understands some important processes and changes in the natural</p> | <p><u>EYFS</u> <u>Summer 1</u> <u>Dinosaurs</u> I can identify different</p> | <p><u>EYFS</u> <u>Summer 1</u> <u>Dinosaurs</u></p> | <p><u>EYFS</u> <u>Throughout the year</u> ● Understands some important processes and changes in the natural</p> |

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| | <p><u>Spring 2</u> <u>Growing plants</u> I can identify what plants need to survive.</p> | <p>world around them, including the seasons and changing states of matter.</p> | <p>animals and their habitats. <u>Spring 2</u> <u>Minibeasts</u> I can observe and sort minibeasts <u>Summer 1</u> <u>Rumble in the jungle</u> I can name animals. I can compare animals in our country with animals in a different country. <u>Summer 2</u> <u>Pirates and mermaids.</u> I can explain how to look after animals. I can name animals that live under the sea.</p> | <p>I can identify different animals and their habitats. <u>Spring 2</u> <u>Minibeasts</u> I can observe and sort minibeasts <u>Summer 1</u> <u>Rumble in the jungle</u> I can name animals. I can compare animals in our country with animals in a different country. <u>Summer 2</u> <u>Pirates and mermaids.</u> I can explain how to look after animals. I can name animals that live under the sea.</p> | <p>world around them, including the seasons and changing states of matter.</p> |
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