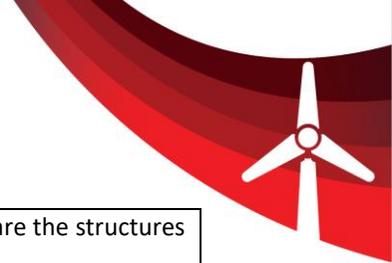




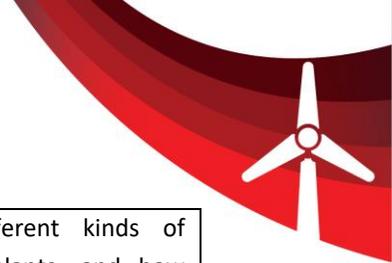
Science Progression Document – Key Stage 1

Millhouse Primary School

Curriculum map (Key Stage 1 – 2 year cycle/ Key Stage 2 – 4 year cycle)	Cycle 1 Plants Everyday materials Seasonal Changes	Cycle 2 Animals including humans Living Things and their habitats Pushes and Pulls (forces)	Cycle 3 Plants Everyday materials Seasonal Changes	Cycle 4 Animals including humans Living Things and their habitats Pushes and Pulls (forces)
Teaching objectives related to NC 2014	<u>Plants Y1</u> Can you name the parts of a flowering plants and trees ? What do plants need to grow well ? What plants can you find by our school ? <u>Plants y2</u>	<u>Animals Including humans Y1</u> What are the five senses and how do we use these to find out about the world. Identify and name common animals (fish, amphibians, reptiles, birds and mammals) Identify and name common animals (carnivores, herbivores and omnivores)	<u>Plants Y1</u> Can you name the parts of a flowering plants and trees ? What do plants need to grow well ? What plants can you find by our school ? <u>Plants y2</u>	<u>Animals Including humans Y1</u> What are the five senses and how do we use these to find out about the world. Identify and name common animals (fish, amphibians, reptiles, birds and mammals) Identify and name common animals (carnivores, herbivores and omnivores)



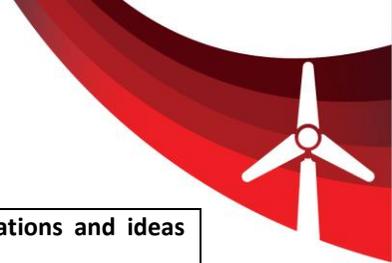
	<p>Identify and name plants and animals including microhabitats</p> <p>How do seeds and bulbs grow into mature plants?</p> <p>Find out and describe how plants need water, light and suitable temperature to grow and stay healthy</p> <p><u>Everyday Materials Y1</u></p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of materials including rock, paper, glass, metal, and water.</p> <p>Describe the simple properties of a variety of everyday materials</p>	<p>Describe and compare the structures of common animals</p> <p><u>Animals Including humans Y2</u></p> <p>How do humans keep healthy ? (investigate exercise, food, hygiene)</p> <p>What are the basic needs to survival ? (water, food, air)</p> <p>How can we sort living, dead and never been alive ?</p> <p>Describe how animals get food – food chain.</p> <p><u>Living Things and their habitats Y1</u></p>	<p>Identify and name plants and animals including microhabitats</p> <p>How can we sort living, dead and never been alive ?</p> <p>Describe how animals get food – food chain.</p> <p>How do seeds and bulbs grow into mature plants?</p> <p>Find out and describe how plants need water, light and suitable temperature to grow and stay healthy</p> <p><u>Everyday Materials Y1</u></p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of</p>	<p>Describe and compare the structures of common animals</p> <p><u>Animals Including humans Y2</u></p> <p>How do humans keep healthy ? (investigate exercise, food, hygiene)</p> <p>What are the basic needs to survival ? (water, food, air)</p> <p>How can we sort living, dead and never been alive ?</p> <p>Describe how animals get food – food chain.</p> <p><u>Living Things and their habitats Y1</u></p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic</p>
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	<p>Compare and group together a variety of everyday materials based on their simple properties</p> <p><u>Everyday Materials Y2</u></p> <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.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><u>Seasonal Changes Y1</u></p> <p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons</p> <p>Observe and describe how the day length varies based on the season</p>	<p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>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</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>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.</p> <p><u>Pushes and Pulls Y1</u></p> <p>How do objects move?</p>	<p>materials including rock, paper, glass, metal, and water.</p> <p>Describe the simple properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials based on their simple properties</p> <p><u>Everyday Materials Y2</u></p> <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.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><u>Seasonal Changes Y1</u></p> <p>Observe changes across the four seasons</p>	<p>needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>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.</p> <p><u>Pushes and Pulls Y1</u></p> <p>How do objects move?</p> <p>How do you stop or slow down an object?</p> <p><u>Pushes and Pulls Y2</u></p> <p>What are pushes and pulls?</p>
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		<p>How do you stop or slow down an object?</p> <p><u>Pushes and Pulls Y2</u></p> <p>What are pushes and pulls?</p> <p>How can we control speed, direction of an object?</p> <p>How do they effect an object – can pushes and pulls change the shape of objects?</p>	<p>Observe and describe weather associated with the seasons</p> <p>Observe and describe how the day length varies based on the season</p>	
<p>Skills of Scientific Enquiry (Working scientifically)</p>	<p>Asking simple questions and recognising that they can be answered in different ways</p> <p>Observing closely, using simple equipment</p> <p>Performing simple tests</p> <p>Identifying and classifying</p>	<p>Asking simple questions and recognising that they can be answered in different ways</p> <p>Observing closely, using simple equipment</p> <p>Performing simple tests</p> <p>Identifying and classifying</p>	<p>Asking simple questions and recognising that they can be answered in different ways</p> <p>Observing closely, using simple equipment</p> <p>Performing simple tests</p> <p>Identifying and classifying</p>	<p>Asking simple questions and recognising that they can be answered in different ways</p> <p>Observing closely, using simple equipment</p> <p>Performing simple tests</p> <p>Identifying and classifying</p>



	<p>Using their observations and ideas to suggest answers to questions</p> <p>Gathering and recording data to help in answering questions.</p> <p>Raise their own questions through exploring the world around them</p>	<p>Using their observations and ideas to suggest answers to questions</p> <p>Gathering and recording data to help in answering questions.</p> <p>Raise their own questions through exploring the world around them</p>	<p>Using their observations and ideas to suggest answers to questions</p> <p>Gathering and recording data to help in answering questions.</p> <p>Raise their own questions through exploring the world around them</p>	<p>Using their observations and ideas to suggest answers to questions</p> <p>Gathering and recording data to help in answering questions.</p> <p>Raise their own questions through exploring the world around them</p>
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