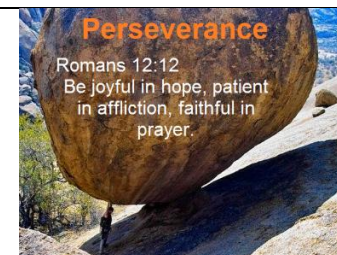




**Abbas & Templecombe
Church School**

KS1 Science Concept and Curriculum Map



Living Things	States of Matter	Forces	Energy
Animals, including humans; plants and micro-organisms.	Materials including liquids, solids, gas and plasma	A force is a push or a pull on an object resulting from the objects interaction with another object.	Energy is the ability to do work, evidenced by heat, light, motion, sound, growth and electricity.
Nightingale		Bowie	
Curriculum Content Processes and changes (Forces) - Understand some important processes and changes in the natural world around them, including changing states of matter - observe changes across the 4 seasons - observe and describe weather associated with the seasons and how day length varies Animals, including humans (Living Things, Energy) - Explore the natural world around them, making observations and drawing pictures of animals - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - 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 Everyday materials (States of Matter) - 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 Plants (Living Things) - Explore the natural world around them, making observations and drawing pictures of plants - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - identify and describe the basic structure of a variety of common flowering plants, including tree		Curriculum Content Plants (Living Things, Energy) - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - identify and describe the basic structure of a variety of common flowering plants, including trees - 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 (Living Things, Energy) - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - 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 - notice that animals, including humans, have offspring which grow into adults - find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Everyday materials (States of Matter, Forces) - 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 - 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 Living things and their habitats (Living Things, Energy) - explore and compare the differences between things that are living, dead, and things that have never been alive - 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 - 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
<u>Skill Progression</u> Questions & Answers: - use simple and scientific language; - Using their observations and ideas to suggest answers to questions Observation: - Explore the natural world around them - Describe what they see, hear and feel while they are outside - Observing closely, using simple equipment - observe changes over time Testing: - carry out simple practical tests, using simple equipment - experience different types of scientific enquiries, including practical activities Identifying and Classifying: - decide how to sort and classify objects into simple groups with some help	<u>Skill Progression</u> Questions & Answers: - Explore the natural world around them, leading them to ask simple scientific questions about how and why things happen - begin to recognise ways in which they might answer scientific questions - ask people questions and use simple secondary sources to find answers Observation: - make careful observations, sometimes using equipment to help them observe carefully - notice links between cause and effect with support - begin to notice patterns and relationships with support Testing: - experience different types of scientific enquiries, including practical activities - use simple measurements and equipment; - begin to draw simple conclusions - identify and discuss differences between their results Identifying and Classifying: - sort, group, gather and record data in a variety of ways to help in answering questions such as in simple sorting diagrams, pictograms, tally charts, block diagrams and simple tables. Gathering and recording data: - read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1