**KS1 Science- CYCLE A**

| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2**  |
| --- | --- | --- | --- | --- | --- |
| Everyday Materials (1) | Pushes and Pulls (1) | Uses of everyday materials (2) | Light and Shadows (1) | Building Circuits (2)  | Consolidation |
| * 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, rock and water.
* 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.
 | * Recognise and name a push and a pull force in action.
* Know that a force is needed to move an object.
* Explore and investigate that a bigger force is needed to move an object further.
* A bigger force is needed to move a heavier object.
* Force can be bigger/smaller and moves an object in a direction
 | * Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses
* Compare how things move on different surfaces
* Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
 | * Observe the apparent movement of the sun during the day.
* Observe light coming from a light source.
* Observe light being blocked by an object to create a shadow.
* Investigate how to make a place lighter and darker.
* Know light and dark safety.
 | * Know appliances that need electricity (power/energy source) to work (mains, battery, rechargeable etc.).
* Can name (with their symbol) and use components correctly and safely in a simple circuit.
* Can build simple closed series circuits from instructions.
* Can identify dangers and know how to use electricity safely in the home and classroom.

 | Revisit and Revise topics taught throughout the year.  |

**KS1 Science- CYCLE B**

| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2**  |
| --- | --- | --- | --- | --- | --- |
| Living things and their habitats (2) | Plants (1) | Animals including humans (1) | Animals including humans (2) | Plants (2) | Consolidation/Seasonal changes (1) |
| * 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 micro-habitats
* 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.
 | * 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.
 | * Identify and name a variety of common animals including birds, fish, amphibians, reptiles 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.
 | * 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.
 | Children should have been taught this throughout the year and observed the changes across the four seasons. * Observe and describe weather associated with the seasons and how day length varies

Revisit and Revise topics taught throughout the year.  |

**\*Seasonal changes to be taught and revisited throughout the year\***