| **Term** | **Science Topic** | **Knowledge and understanding** | **Scientific Enquiry Skills** | **What I will know and remember**  |
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| 1 | Everyday Materials | I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | Asking simple questions and recognising that they can be answered in different waysObserving closely, using simple equipmentPerforming simple testsIdentifying and classifyingUsing their observations and ideas to suggest answers to questionsGathering and recording data to help in answering questions | [Lesson 1 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/uses-of-everyday-materials/lessons/materials-and-their-uses?sid-ddd739=PH3j4RZD9y&sm=0&src=4#lesson-details) I can observe and identify why different objects are made from different materials, depending on their uses. [Lesson 2 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/uses-of-everyday-materials/lessons/suitable-and-unsuitable-materials?sid-d11ea9=GYoUnJYC4T&sm=0&src=4) I can observe and compare the suitability of different materials. [Lesson 3 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/uses-of-everyday-materials/lessons/where-materials-come-from?sid-710c66=eEyqWPv7r1&sm=0&src=4#lesson-details) I can research where different materials come from. [Lesson 4 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/uses-of-everyday-materials/lessons/absorbent-materials?sid-5ff881=PzNgN7w--q&sm=0&src=4#slide-deck) I can fairly test the absorbency of materials. [Lesson 5 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/uses-of-everyday-materials/lessons/stretchy-materials?sid-566a3c=bryCv99jPf&sm=0&src=4#slide-deck) I can fairly test which materials are stretchy. [Lesson 6 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/uses-of-everyday-materials/lessons/changing-shape-plan-and-do?sid-1b0d0e=9XfLLfnkVZ&sm=0&src=4) I can fairly test how to change the shape of different materials. [Lesson 7 - Ogden Trust Resource : Phizzi Light and Sound : Investigation B - Curtains](https://drive.google.com/file/d/1w8vTcihq1ukzGfn1OqtIv4evYTWnysHO/view?usp=drive_link)I can fairly test materials and their transparency. [Lesson 8 - Ogden Trust Resource : Phizzi Electricity in KS1: Close the Gap](https://drive.google.com/file/d/1-iMVhqh3sFgxtrYyV2rVZ_vZrpS_e4sw/view?usp=drive_link)I can fairly test materials and their conductivity.  |
| **Vocabulary**object, material, properties, suitable, unsuitable, absorbent, stretchy, length, squash, bend, twist, stretch, transparent, translucent, opaque, light, circuit, electricity, conductivity |
| 2 | Living things and where they live. | To explore and compare the differences between things that are living, dead, and things that have never been alive.To 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.To identify and name a variety of plants and animals in their habitats, including microhabitats | Asking simple questions and recognising that they can be answered in different waysObserving closely, using simple equipmentPerforming simple testsIdentifying and classifyingUsing their observations and ideas to suggest answers to questionsGathering and recording data to help in answering questions | [Lesson 1 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/living-things-and-where-they-live/lessons/living-or-non-living?sid-55ca5a=Psow2S_Aim&sm=0&src=4) I can compare and group things into living and non-living. [Lesson 2 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/living-things-and-where-they-live/lessons/living-things-and-movement?sid-ca35ed=eKitrRxM8o&sm=0&src=4#slide-deck) I can observe that movement is something that all living things do. [Lesson 3 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/living-things-and-where-they-live/lessons/alive-dead-and-never-alive?sid-d931c6=Ud7w77wUgB&sm=0&src=4) I can compare and group things that are dead, alive and never been alive. [Lesson 4 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/living-things-and-where-they-live/lessons/animal-habitats?sid-1481a5=_zHmo0aBEJ&sm=0&src=4#slide-deck) I can observe and research why different animals live in different habitats. [Lesson 5 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/living-things-and-where-they-live/lessons/plant-habitats?sid-1954fc=QwzgDJw__W&sm=0&src=4#lesson-details) I can research why different plants live in different habitats. [Lesson 6 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/living-things-and-where-they-live/lessons/plants-and-animals-in-microhabitats?sid-4ed7b6=zr7Icljlo_&sm=0&src=4) I can observe and identify the plants and animals that live in a microhabitat. [Lesson 7 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/living-things-and-where-they-live/lessons/protecting-microhabitats?sid-46d930=ZpQ_j2d9rh&sm=0&src=4) I can research ways to encourage plants and animals to live safely in microhabitats. |
| **Vocabulary**living, alive, non-living, living thing, life processes, move, dead, never alive, animals, habitat, suitable, basic needs, plant, microhabitat, minibeast, threat, protect, wildlife-friendly  |
| 3 | New Life | To notice that animals, including humans, have offspring which grow into adults.To find out about and describe the basic needs of animals, including humans, for survival (water, food and air). | Asking simple questions and recognising that they can be answered in different waysObserving closely, using simple equipmentPerforming simple testsIdentifying and classifyingUsing their observations and ideas to suggest answers to questionsGathering and recording data to help in answering questions | [Lesson 1 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/new-life/lessons/young-animals?sid-c3da71=fv9OPy9gA5&sm=0&src=4) I can identify and group animals and their offspring. [Lesson 2 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/new-life/lessons/growing-up?sid-61cc1a=hT-Tra8jCy&sm=0&src=4#slide-deck) I can observe and order the stages of an animal’s growth.[Lesson 3 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/new-life/lessons/animal-life-cycles?sid-f0fe69=5hK6VIOcc3&sm=0&src=4#slide-deck) I can observe and describe how an animal grows and changes in its life cycle. [Lesson 4 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/new-life/lessons/changes-in-animal-life-cycles?sid-2c7dfe=QlBxSrvWRP&sm=0&src=4) I can research and observe the life cycle of an animal. [Lesson 5 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/new-life/lessons/the-basic-needs-of-animals?sid-d1c508=atmRpBS7dS&sm=0&src=4) I can research what animals need to stay alive. |
| **Vocabulary**animal, young, offspring, parent, adult, grow, life cycle, survive, basic needs |
| 4 | Healthy Me | To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | Asking simple questions and recognising that they can be answered in different waysObserving closely, using simple equipmentPerforming simple testsIdentifying and classifyingUsing their observations and ideas to suggest answers to questionsGathering and recording data to help in answering questions | [Lesson 1 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/healthy-me/lessons/washing-hands?sid-174e44=l2VZNzK1PR&sm=0&src=4#lesson-details) I can observe and research why it is important for humans to wash their hands. [Lesson 2 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/healthy-me/lessons/brushing-teeth?sid-80a94c=f1idet1p3k&sm=0&src=4#worksheet) I can observe and research why it is important for humans to brush their teeth. [Lesson 3 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/healthy-me/lessons/the-importance-of-exercise?sid-bd46f5=wPFlSgIkSS&sm=0&src=4#worksheet) I can research why it is important for humans to exercise and find patterns when exercising. [Lesson 4 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/healthy-me/lessons/different-types-of-food?sid-429e8d=93pgzXyna_&sm=0&src=4) I can research why it is important for humans to eat different types of foods. [Lesson 5 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/healthy-me/lessons/different-amounts-of-food?sid-6a7b67=7BXHE1mJjU&sm=0&src=4) I can research why it is important for humans to eat the right amounts of food. [Lesson 6 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/healthy-me/lessons/staying-healthy?sid-984f5a=eEmM2GHjBy&sm=0&src=4#lesson-details) I can use my observations and research to present my findings.  |
| **Vocabulary**healthy, hygiene, germs, prevent, hand-washing, teeth, plaque, gums, decay, exercise, heart rate, muscles, lungs, fat, unhealthy, amount, portion |
| 5 | Introduction to food chains | To 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. | Asking simple questions and recognising that they can be answered in different waysObserving closely, using simple equipmentPerforming simple testsIdentifying and classifyingUsing their observations and ideas to suggest answers to questionsGathering and recording data to help in answering questions | [Lesson 1 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/introduction-to-food-chains/lessons/how-animals-get-food?sid-e2e904=__5YWtomsm&sm=0&src=4) I can research how animals get their food to stay alive. [Lesson 2 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/introduction-to-food-chains/lessons/introduction-to-food-chains?sid-c69afc=s48hdVGmiM&sm=0&src=4) I can observe and order different plants and animals in a simple food chain. [Lesson 3 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/introduction-to-food-chains/lessons/roles-within-food-chains?sid-3c0427=oVgEhQdN8n&sm=0&src=4) I can research food chains and talk about different roles played by plants and animals.[Lesson 4 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/introduction-to-food-chains/lessons/comparing-food-chains?sid-0a32d0=Fq99D1Nriz&sm=0&src=4) I can observe and compare the food chains I have created with others.  |
| **Vocabulary**animals, food, hunt, graze, plant, living, food chain, role |
| **6** | Growing Plants | 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. | Asking simple questions and recognising that they can be answered in different waysObserving closely, using simple equipmentPerforming simple testsIdentifying and classifyingUsing their observations and ideas to suggest answers to questionsGathering and recording data to help in answering questions | [\*\*\*\* Use this throughout to record \*\*\*\*](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/growing-plants/lessons/plant-health-and-growth?sid-cde06e=8TZD1aeDdX&sm=0&src=0#slide-deck)Lesson 1 - [I can observe that most plants produce seeds, which grow into new plants.](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/growing-plants/lessons/plants-from-seeds?sid-a59033=Ov_Vbe5T5u&sm=0&src=0) Lesson 2 - [I can observe that some plants can grow from bulbs.](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/growing-plants/lessons/plants-from-bulbs?sid-428572=5xsHvMTWyp&sm=0&src=0) Lesson 3 - [I can fairly test what happens to plants when they do not get what they need.](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/growing-plants/lessons/what-plants-need-to-grow-and-stay-healthy?sid-a519f1=3vYT_3mAES&sm=0&src=0#lesson-details) Lesson 4 - [I can observe what happens when plants do not have enough water.](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/growing-plants/lessons/plants-without-water?sid-048d7b=tIieeq8vQL&sm=0&src=0#slide-deck) Lesson 5 - [I can observe what happens when plants don’t have enough warmth.](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/growing-plants/lessons/plants-without-warmth?sid-a5a2a9=I7imgc3KXM&sm=0&src=0#slide-deck) Lesson 6 - [I can observe what happens when plants don’t have enough light.](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/growing-plants/lessons/plants-without-light?sid-05172e=IGyN9PM9UJ&sm=0&src=0)  |
| **Vocabulary**plant, seed, root, shoot, bulb, flower bud, healthy, temperature, botanist, unhealthy, wilt, water, survive, warmth, suitable, light, shade |