| **Term** | **Science Topic** | **Knowledge and understanding** | **Scientific Enquiry Skills** | **What I will know and remember** |
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| 1 | Everyday Materials | To distinguish between an object and the material from which it is made.  To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.  To describe the simple physical properties of a variety of everyday materials.  To compare and group together a variety of everyday materials on the basis of their simple physical properties. | Asking simple questions and recognising that they can be answered in different ways  Observing closely, using simple equipment  Performing simple tests  Identifying and classifying  Using their observations and ideas to suggest answers to questions  Gathering and recording data to help in answering questions | [Lesson 1 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/everyday-materials/lessons/everyday-objects-and-materials?sid-2c566f=SofXhwje8n&sm=0&src=4) I can identify different objects and the materials they are made from.    [Lesson 2 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/everyday-materials/lessons/materials-for-recycling) I can identify and group different materials that can be recycled.    [Lesson 3 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/everyday-materials/lessons/the-3-rs-non-statutory-climate-change-and-sustainability?sid-0de3e4=fHaxWK2AVh&sm=0&src=4) I can observe materials and objects that can be reduced, reused and recycled.    [Lesson 4 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/everyday-materials/lessons/material-properties?sid-fa2050=i0iT5DTHSL&sm=0&src=4) I can observe simple properties of everyday materials.    Lesson 5  [Ogden Trust: Phizzi Earth and Space - Enquiry A - Astronappy](https://drive.google.com/file/d/1xfAQj_ZmLtaJHCon6uHIhVqlB4AJWq1J/view?usp=drive_link)  I can fairly test which material is the best to absorb water.    [Lesson 6 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/everyday-materials/lessons/transparent-and-opaque-materials-plan-and-do?sid-e61fa2=fyXdBzOJWK&sm=0&src=4#additional-material) I can compare transparent and opaque materials.    Lesson 7  [Ogden Trust: Phizzi Electricity in KS1 - Electricity Around Me](https://drive.google.com/file/d/1-iMVhqh3sFgxtrYyV2rVZ_vZrpS_e4sw/view?usp=drive_link)  I can identify and group materials that use electricity.    [Lesson 8 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/everyday-materials/lessons/development-of-new-materials-non-statutory?sid-9ce393=w9ggs9Rmjq&sm=0&src=4) I can research different jobs linked to science. |
| **Vocabulary**  object, material, wood, plastic, metal, recycle, properties, feel, suitable, waterproof, transparent, opaque, light, electricity, electrical appliance, absorb | | | | |
| **End of unit assessment**  **Working towards** **Working at** **Working above** | | | | |
| 2 | Seasonal Changes: Autumn and Winter | To observe changes across the four seasons.  To observe and describe weather associated with the seasons and how day length varies. | Asking simple questions and recognising that they can be answered in different ways  Observing closely, using simple equipment  Performing simple tests  Identifying and classifying  Using their observations and ideas to suggest answers to questions  Gathering and recording data to help in answering questions | [Lesson 1 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/seasonal-changes-autumn-and-winter/lessons/signs-of-autumn?sid-8f9959=X61Ypgan-b&sm=0&src=4) I can observe changes in autumn.    [Lesson 2 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/seasonal-changes-autumn-and-winter/lessons/weather-in-autumn?sid-3413cf=9JeY2LzSs5&sm=0&src=4) I can observe the weather in autumn.    [Lesson 3 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/seasonal-changes-autumn-and-winter/lessons/signs-of-winter?sid-2d8cfd=QVdefbE7O8&sm=0&src=4#lesson-details) I can observe changes in winter.    [Lesson 4 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/seasonal-changes-autumn-and-winter/lessons/weather-in-winter?sid-f5a4cd=mjtqedlOu3&sm=0&src=4) I can observe the weather in winter.    [Lesson 5 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/seasonal-changes-autumn-and-winter/lessons/day-length-in-winter?sid-86aba7=pFGcyQwSYc&sm=0&src=4) I can research what happens to day length in winter. |
| **Vocabulary**  season, autumn, change, weather, temperature, thermometer, deciduous, evergreen, winter, light, day length, time | | | | |
| **End of unit assessment**  **Working towards** **Working at** **Working above** | | | | |
| 3 | Naming and Grouping Animals | To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.  To identify and name a variety of common animals that are carnivores, herbivores and omnivores.  To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). | Asking simple questions and recognising that they can be answered in different ways  Observing closely, using simple equipment  Performing simple tests  Identifying and classifying  Using their observations and ideas to suggest answers to questions  Gathering and recording data to help in answering questions | [Lesson 1 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/naming-and-grouping-animals/lessons/naming-and-grouping-familiar-animals?sid-ab6ce4=xHQlxBWo6i&sm=0&src=4) I can identify and group animals that can be kept as pets.    [Lesson 2 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/naming-and-grouping-animals/lessons/naming-mammals?sid-9ea3de=ZlM9ucyYAM&sm=0&src=4) I can identify and group together common animals that are mammals.    [Lesson 3 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/naming-and-grouping-animals/lessons/naming-birds-and-reptiles?sid-722c73=5gPj4LURqs&sm=0&src=4#lesson-details) I can identify and group common animals that are birds and reptiles.    [Lesson 4 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/naming-and-grouping-animals/lessons/naming-fish-and-amphibians?sid-c1a502=jOfyvBkQaH&sm=0&src=4) I can identify and group common animals that are fish and amphibians.    [Lesson 5 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/naming-and-grouping-animals/lessons/animal-structure?sid-503f63=qNlPG0TGBG&sm=0&src=4) I can describe and compare the structure of common animals.    [Lesson 6 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/naming-and-grouping-animals/lessons/what-animals-eat?sid-2da22f=RS6XPonX9w&sm=0&src=4) I can identify and group animals that are carnivores, herbivores and omnivores. |
| **Vocabulary**  animals, familiar, pets, wild animal, mammal, hair, milk, live young, bird, reptile, eggs, scales, fish, amphibian, gills, body parts, structure, carnivore, omnivore, herbivore, plants | | | | |
| **End of unit assessment**  **Working towards** **Working at** **Working above** | | | | |
| 4 | Human Body Parts | To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | Asking simple questions and recognising that they can be answered in different ways  Observing closely, using simple equipment  Performing simple tests  Identifying and classifying  Using their observations and ideas to suggest answers to questions  Gathering and recording data to help in answering questions | [Lesson 1 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/human-body-parts/lessons/humans-are-animals?sid-4b42d5=n0ueo-1oZw&sm=0&src=4) I can research that humans are animals that belong to the group called mammals.    [Lesson 2 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/human-body-parts/lessons/body-parts-on-the-outside?sid-57d1d7=3hFFzl1EQk&sm=0&src=4) I can identify different parts on the outside of the human body and talk about what jobs they do.    [Lesson 3 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/human-body-parts/lessons/body-parts-on-the-inside?sid-780454=B-09HmyLWY&sm=0&src=4) I can identify different parts on the inside of the human body and talk about what jobs they do.    [Lesson 4 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/human-body-parts/lessons/body-parts-for-our-senses?sid-9b624e=K4OWO8bUpH&sm=0&src=4) I can identify which parts of the human body we use for our five senses.    [Lesson 5 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/human-body-parts/lessons/more-about-sight-smell-and-sound?sid-8a4ebc=qwSvCgSPIc&sm=0&src=4) I can observe my sense of sight, smell and sound to identify things.    [Lesson 6 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/human-body-parts/lessons/more-about-taste-and-touch?sid-7018c9=AUxomRd979&sm=0&src=4) I can observe my sense of taste and touch to identify things. |
| **Vocabulary**  animal, living, feature, mammal, human, human body, senses, sight, touch, tongue, skin, smell, sound, taste | | | | |
| **End of unit assessment**  **Working towards** **Working at** **Working above** | | | | |
| 5 | Seasonal Changes: Spring and Summer | To observe changes across the four seasons.  To observe and describe weather associated with the seasons and how day length varies. | Asking simple questions and recognising that they can be answered in different ways  Observing closely, using simple equipment  Performing simple tests  Identifying and classifying  Using their observations and ideas to suggest answers to questions  Gathering and recording data to help in answering questions | [Lesson 1 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/seasonal-changes-spring-and-summer/lessons/signs-of-spring?sid-2ae51c=t4BS8LasUC&sm=0&src=4) I can observe changes in Spring.    [Lesson 2 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/seasonal-changes-spring-and-summer/lessons/weather-in-spring?sid-d70121=uG1h0loWtX&sm=0&src=4#slide-deck) I can observe the weather in Spring.    [Lesson 3 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/seasonal-changes-spring-and-summer/lessons/signs-of-summer?sid-c6f378=QV6gD2uK1O&sm=0&src=4) I can observe changes in Summer.    [Lesson 4 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/seasonal-changes-spring-and-summer/lessons/weather-in-summer?sid-bd39c6=g5hd1YkWB3&sm=0&src=4#worksheet) I can observe the weather in Summer.    [Lesson 5 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/seasonal-changes-spring-and-summer/lessons/day-length-in-summer?sid-ed40a2=eJUX54UVpM&sm=0&src=4#worksheet) I can observe what happens to the day length in Summer. |
| **Vocabulary**  season, spring, change, weather, rain gauge, measure, summer, flowers, temperature, thermometer, light, day length, time | | | | |
| **End of unit assessment**  **Working towards** **Working at** **Working above** | | | | |
| **6** | Plants | To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  To identify and describe the basic structure of a variety of common flowering plants, including trees. | Asking simple questions and recognising that they can be answered in different ways  Observing closely, using simple equipment  Performing simple tests  Identifying and classifying  Using their observations and ideas to suggest answers to questions  Gathering and recording data to help in answering questions | [Lesson 1 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/identifying-plants-and-their-basic-parts/lessons/plants-around-our-school-or-home?sid-f4516c=SKFLetdOSu&sm=0&src=4#worksheet) I can identify plants near my school or home.    [Lesson 2 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/identifying-plants-and-their-basic-parts/lessons/structure-of-a-tree?sid-5acf94=LuUTrSu3CD&sm=0&src=4) I can observe and identify the different parts of a tree.    [Lesson 3 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/identifying-plants-and-their-basic-parts/lessons/naming-trees?sid-1257d6=DfiN0CclL7&sm=0&src=4) I can identify the names of trees.    [Lesson 4 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/identifying-plants-and-their-basic-parts/lessons/deciduous-and-evergreen-trees?sid-dbc90a=BoxwirZsCw&sm=0&src=4) I can identify and compare deciduous and evergreen trees.    [Lesson 5 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/identifying-plants-and-their-basic-parts/lessons/structure-of-a-flowering-plant?sid-7168d7=hIp9RjNwjx&sm=0&src=4) I can observe and identify the different parts of a flowering plant.    [Lesson 6 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/identifying-plants-and-their-basic-parts/lessons/common-flowering-plants?sid-710184=lsGiwfmo-R&sm=0&src=4) I can identify the names of flowering plants.    [Lesson 7 -](https://www.thenational.academy/teachers/programmes/science-primary-ks1/units/identifying-plants-and-their-basic-parts/lessons/wildflowers?sid-32b1a5=ZC4yxHs_VY&sm=0&src=4) I can identify the names of common wildflowers. |
| **Vocabulary**  plant, flower, tree, roots, trunk, branches, leaves, evergreen, deciduous, stem, common, wildflower, seeds | | | | |
| **End of unit assessment**  **Working towards** **Working at** **Working above** | | | | |