KS1 Cycle B

Working Scientifically

Scientific enquiry	Practical investigation	Communicating	Interpreting evidence
Asks questions raised by their own exploration of the world around them. Draws on their everyday experiences to help answer questions. Begins to use simple features to compare objects, materials and living things. Asks people questions to find answers. Asks simple questions recognising that they can be answered in different ways. Uses simple secondary sources to find answers.	Responds to prompts by making some suggestions about how to find an answer or make observations. Uses their senses and simple equipment to make observations. Observes changes over time. Uses simple measurements and equipment to gather data and carry out simple tests.	Begins to record data in simple templates provided for them. Responds to prompts to talk about what they have found out. With help, records and communicates findings in a range of ways and begins to use simple scientific language. Talks about what they have found out and how they found it out. Uses simple features to compare objects, materials and living things, and with help, decides how to sort and group them.	Says what has changed when observing objects, living things or events. Says whether what happened was what they expected. With guidance, begins to notice patterns and relationships.

KS1 Cycle B

Knowledge and Understanding

Animal Antics (Autumn 1 and 2)	**An Island Home (Spring 1 and 2)**	**Seaside Holidays (Summer 1)**	**Needham Market (Summer 2)**
Animals, including humans	**Enquiry Based Unit**	**Everyday materials**	**Plants**
Identifies and names a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identifies and names a variety of common animals that are carnivores, herbivores and omnivores. Describes and compares the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Identifies, names, draws and labels the basic parts of the human body and says which part of the body is associated with each sense.	*Content of enquiry can cover any aspect(s) of science learning that could be either directly linked to topic learning or follows the children's scientific interests. Ensure coverage of all 5 enquiry types.*	Distinguishes between an object and the material from which it is made. Identifies and names a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describes the simple physical properties of a variety of everyday materials. Compares and groups together a variety of everyday materials on the basis of their simple physical properties. *Could work scientifically by: performing simple tests to explore, for example, 'What is the best material for…..?'* Identifies and compares the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Finds out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Observes and describes how seeds and bulbs grow into mature plants. Finds out and describes how plants need water, light and a suitable temperature to grow and stay healthy. **Living things and their habitats** Explores and compares the differences between things that are living, dead, and things that have never been alive. Identifies 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. Identifies and names a variety of plants and animals in their habitats, including micro-habitats. Describes 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. *Could work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts, describing how they decided where to place things.*