

Science Intention Map

Key Stage One



Placing learning at the heart of everything we do.



KS1 Intention Map 2021 - 2022



How do you make bread? What keeps us dry? (Bright Lights, Big City)



Learning Intentions

1. *Talk about what they have done and say, with help, what they think they have found out.*
2. *With support, use simple equipment to measure and make observations.*
3. *Compare and group materials in a variety of ways, such as based on their physical properties.*
4. *Investigate and describe the simple physical properties of some everyday materials.*
5. *Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.*
6. *Talk about what they have done and say, with help, what they think they have found out.*
7. *Distinguish between an object and the material from which it is made.*
8. *Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock,*
9. *Describe the simple physical properties of a variety of everyday materials*

Knowledge Intentions

1. *Materials can be grouped according to their properties.*
2. *Objects, materials and living things can be looked at and compared.*
3. *Materials have different properties, such as hard or soft; stretchy or stiff; rough or smooth; opaque or transparent; bendy or rigid; waterproof or not waterproof; magnetic or non-magnetic.*
4. *The results are information that has been found out from an investigation.*
5. *Simple equipment is used to take measurements and observations.*

End product: evidence of an investigation into properties of materials.
Which material would be the best for building a house?

KS1 Laboratory



Charles Macintosh
(Invented raincoats)



Learning Intentions

1. *Observe and describe different types of weather.*
2. *Talk about what they have done and say, with help, what they think they have found out.*
3. *With support, follow instructions to perform simple tests and begin to talk about what they might do or what might happen.*
4. *With support, use simple equipment to measure and make observations.*
5. *Observe changes across the 4 seasons.*

How big is a raindrop? How wild is the wind? (Splendid Skies)



Knowledge Intentions

1. *Different types of weather include sunshine, rain, hail, wind, snow, fog, lightning, storm and cloud. The weather can change daily and some weather types are more common in certain seasons, such as snow in winter.*
2. *The results are information that has been found out from an investigation.*
3. *Simple tests can be carried out by following a set of instructions.*
4. *Simple equipment is used to take measurements and observations. Examples include metre sticks, measuring tapes, egg timers and hand lenses.*
5. *Observe changes across the 4 seasons.*
6. *Observe and describe weather associated with the seasons and how day length varies*

End product: an investigation into the weather associated with the seasons

KS1 Laboratory

Francis Beaufort

(Rear Admiral, Hydrographer,
the Beaufort Scale)





Who's Poo?

Why do we have teeth? (Dinosaur Planet & Animals Yr1)

Learning Intentions

1. Describe, following observation, how plants and animals change over time.
2. Group and sort a variety of common animals based on the foods they eat.
3. Label and describe the basic structures of a variety of common animals, including fish, amphibians, reptiles, birds and mammals.
4. With support, use simple equipment to measure and make observations.
5. Identify, compare, group and sort a variety of common animals, including fish, amphibians, reptiles, birds, invertebrates and mammals, based on observable features.
6. Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.
7. Talk about what they have done and say, with help, what they think they have found out.
8. With support, gather and record simple data in a range of ways (data tables, diagrams, Venn diagrams).
9. Ask simple scientific questions.
10. Describe how to care for plants and animals, including pets.
11. Observe the local environment throughout the year and ask and answer questions about living things and seasonal change.

Knowledge Intentions

1. All living things (plants and animals) change over time as they grow and mature.
2. Carnivores eat other animals (meat), herbivores eat plants and omnivores eat other animals and plants.
3. Different animal groups have some common body parts, such as eyes and a mouth, and some different body parts, such as fins or wings.
4. Simple equipment is used to take measurements and observations.
5. Animals are living things. Animals can be sorted and grouped into six main groups: fish, amphibians, reptiles, birds, invertebrates and mammals.
6. Objects, materials and living things can be looked at and compared.
7. The results are information that has been found out from an investigation.
8. Living things need to be cared for in order for them to survive. They need water, food, warmth and shelter.
9. The local environment is a habitat for living things and can change during the seasons.

End product: evidence of a study into different types of animals and an ability to label the different parts of an animal.

KS1 Laboratory

Steve Backshall

(Explorer, Naturalist &
TV Presenter)





Why do boats float? Can you find the treasure? (Land Ahoy!)



Learning Intentions

1. Ask and answer scientific questions about the world around them.
2. Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions.
3. Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language.
4. Use a range of methods (tables, charts, diagrams and Venn diagrams) to gather and record simple data with some accuracy.
5. Compare the suitability of a range of everyday materials for particular uses, including wood, metal, plastic, glass, brick, rock, paper and cardboard.
6. Describe how some objects and materials can be changed and how these changes can be desirable or undesirable.
7. Sort and group objects that float and sink.

Knowledge Intentions

1. Questions can help us find out about the world.
2. Tests can be carried out by following a set of instructions. A prediction is a guess at what might happen in an investigation.
3. The results are information that has been found out from an investigation and can be used to answer a question.
4. Data can be recorded and displayed in different ways, including tables, charts, pictograms and drawings.
5. A material's physical properties make it suitable for particular purposes, such as glass for windows and brick for building walls. Many materials are used for more than one purpose, such as metal for cutlery and cars.
6. Some objects and materials can be changed by squashing, bending, twisting, stretching, heating, cooling, mixing and being left to decay.
7. Some objects float and others sink. Objects that float are typically light or hollow. Objects that sink are typically heavy or dense.
8. Models can have moving parts that use levers, sliders, wheels and axles.

End product: evidence of an investigation into floating & sinking, which shape boat floats the best?

KS1 Laboratory



Archimedes
(Archimedes Principle)



What is a bud? Are all leaves the same?

(Enchanted Woodland & Plant parts Yr1)

Learning Intentions

1. Ask simple scientific questions.
2. With support, use simple equipment to measure and make observations.
3. With support, follow instructions to perform simple tests and begin to talk about what they might do or what might happen.
4. Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.
5. Talk about what they have done and say, with help, what they think they have found out.
6. With support, gather and record simple data in a range of ways (data tables, diagrams, Venn diagrams).
7. Observe the local environment throughout the year and ask and answer questions about living things and seasonal change.
8. Identify, compare, group and sort a variety of common wild and garden plants, including deciduous and evergreen trees, based on observable features.
9. Label and describe the basic structure of a variety of common plants.
10. Describe how to care for plants and animals, including pets.
11. Describe, following observation, how plants and animals change over time.

Knowledge Intentions

1. Question words include what, why, how, when, who and which.
2. Simple equipment is used to take measurements and observations. Examples include metre sticks, measuring tapes, egg timers and hand lenses.
3. Simple tests can be carried out by following a set of instructions.
4. Objects, materials and living things can be looked at and compared.
5. The results are information that has been found out from an investigation.
6. Data can be recorded and displayed in different ways, including tables, pictograms and drawings.
7. The local environment is a habitat for living things and can change during the seasons.
8. Plants are living things. Common plants include the daisy, daffodil and grass. Trees are large, woody plants and are either evergreen or deciduous. Trees that lose their leaves in the autumn are called deciduous trees. Examples include oak, beech and rowan. Trees that keep their leaves all year round are called evergreen trees. Examples include holly and pine.
9. The basic plant parts include root, stem, leaf, flower, petal, fruit, seed and bulb. Trees have a woody stem called a trunk.
10. Living things need to be cared for in order for them to survive. They need water, food, warmth and shelter.
11. All living things (plants and animals) change over time as they grow and mature.

End product: evidence of an investigation into what a plant needs to grow – grow a bean and label its parts.

KS1 Laboratory

Alan Titchmarsh
(Gardener & TV Personality)





Can you make a paper bridge? Which stuff is stickier? (Towers, Tunnels & Turrets & Uses of everyday materials)



Learning Intentions

1. Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions.
2. Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language.
3. Compare the suitability of a range of everyday materials for particular uses, including wood, metal, plastic, glass, brick, rock, paper and cardboard.
4. Use a range of methods (tables, charts, diagrams and Venn diagrams) to gather and record simple data with some accuracy.
5. Use simple equipment to measure and make observations.
6. Ask and answer scientific questions about the world around them.
7. Describe how some objects and materials can be changed and how these changes can be desirable or undesirable.
8. Describe the simple physical properties of a variety of everyday materials

Knowledge Intentions

1. The results are information that has been found out from an investigation and can be used to answer questions.
2. Objects, materials and living things can be looked at and compared.
3. Tests can be carried out by following a set of instructions. A prediction is a guess at what might happen in an investigation.
4. A material's physical properties make it suitable for particular purposes, such as glass for windows and brick for building walls. Many materials are used for more than one purpose, such as metal for cutlery and cars.
5. Data can be recorded and displayed in different ways, including tables, charts, pictograms and drawings.
6. Simple equipment is used to take measurements and observations. Examples include timers, hand lenses, metre sticks and trundle wheels.
7. Questions can help us find out about the world.
8. Some objects and materials can be changed by squashing, bending, twisting, stretching, heating, cooling, mixing and being left to decay.

End product: evidence of an investigation into the strength of different materials leading to making the strongest bridge.

KS1 Laboratory

Sir John Wolfe Barry

(Civil Engineer, built many of the bridges
over the Thames in London)





KS1 Intention Map 2022 - 2023



Can you be a Superhero? What can our hands do? (Superheroes & Human Survival)



Learning Intentions

1. Compare and group materials in a variety of ways, such as based on their physical properties; being natural or man-made and being recyclable or non-recyclable.
2. Identify and name what an object is made from, including wood, plastic, glass, metal, water and rock.
3. Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.
4. Draw and label the main parts of the human body and say which body part is associated with which sense.
5. With support, follow instructions to perform simple tests and begin to talk about what they might do or what might happen.
6. With support, gather and record simple data in a range of ways (data tables, diagrams, Venn diagrams).
7. Describe what humans need to survive.
8. Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language.
9. Describe the importance of a healthy lifestyle, including exercise, a balanced diet, good quality sleep and personal hygiene.
10. Describe the stages of human development (baby, toddler, child, teenager, adult and elderly).

Knowledge Intentions

1. Materials can be grouped according to their properties.
2. A material is what an object is made from. Everyday materials include wood, plastic, glass, metal, water, rock, brick, paper and fabric.
3. Objects, materials and living things can be looked at and compared.
4. The results are information that has been found out from an investigation.
5. The basic body parts are the head, arms, legs, nose, eyes, ears, mouth, hands and feet. The five senses are hearing, sight, smell, taste and touch. Ears are used for hearing, eyes are used to see, the nose is used to smell, the tongue is used to taste and skin gives the sense of touch.
6. Simple tests can be carried out by following a set of instructions. A prediction is a guess at what might happen in an investigation.
7. Data can be recorded and displayed in different ways, including tables, pictograms and drawings.
8. A healthy lifestyle includes exercise, good personal hygiene, good quality sleep and a balanced diet. Risks associated with an unhealthy lifestyle include obesity, tooth decay and mental health problems.
9. Human offspring go through different stages as they grow to become adults. These include baby, toddler, child, teenager, adult and elderly.
10. Animals need water, food, air and shelter to survive. Their habitat must provide all these things.

End product: Evidence of a study into what a healthy lifestyle includes.

KS1 Laboratory



Rosalind Franklin



Learning Intentions

1. *With support, follow instructions to perform simple tests and begin to talk about what they might do or what might happen.*
2. *Compare and group materials in a variety of ways, such as based on their physical properties; being natural or man-made and being recyclable or non-recyclable.*
3. *Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.*
4. *Investigate and describe the simple physical properties of some everyday materials, such as hard or soft; stretchy or stiff; rough or smooth; opaque or transparent; bendy or rigid; waterproof or not waterproof and magnetic or non-magnetic.*
5. *With support, gather and record simple data in a range of ways (data tables, diagrams, Venn diagrams).*
6. *With support, use simple equipment to measure and make observations.*
7. *Investigate how friction effects the way objects move.*
8. *Compare how things move on different surfaces.*

How does it feel? How does it move? (Moon Zoom)



Knowledge Intentions

1. *Objects, materials and living things can be looked at and compared.*
2. *Materials have different properties, such as hard or soft; stretchy or stiff; rough or smooth; opaque or transparent; bendy or rigid; waterproof or not waterproof; magnetic or non-magnetic.*
3. *Data can be recorded and displayed in different ways, including tables, pictograms and drawings.*
4. *Simple equipment is used to take measurements and observations. Examples include metre sticks, measuring tapes, egg timers and hand lenses.*
5. *Materials can be grouped according to their properties.*
6. *Simple tests can be carried out by following a set of instructions.*
7. *Objects needs a pushing force to make them move.*

End product: Investigation into the friction of different surfaces and how objects move

KS1 Laboratory



Isaac Newton
(Physicist, Newton's law of motion)



What can you remember? Why do we have two eyes? (Memory Box & human senses)



Learning Intentions

1. Ask simple scientific questions.
2. With support, follow instructions to perform simple tests and begin to talk about what they might do or what might happen.
3. Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.
4. Talk about what they have done and say, with help, what they think they have found out.
5. With support, gather and record simple data in a range of ways (data tables, diagrams, Venn diagrams).
6. Draw and label the main parts of the human body and say which body part is associated with which sense.
7. Identify, compare, group and sort a variety of common animals, including fish, amphibians, reptiles, birds, invertebrates and mammals, based on observable features.
8. Label and describe the basic structures of a variety of common animals, including fish, amphibians, reptiles, birds and mammals.

Knowledge Intentions

1. Question words include what, why, how, when, who and which.
2. Simple tests can be carried out by following a set of instructions.
3. Data can be recorded and displayed in different ways, including tables, pictograms and drawings.
4. The results are information that has been found out from an investigation.
5. The basic body parts are the head, arms, legs, nose, eyes, ears, mouth, hands and feet. The five senses are hearing, sight, smell, taste and touch. Ears are used for hearing, eyes are used to see, the nose is used to smell, the tongue is used to taste, and skin gives the sense of touch.
6. Objects, materials and living things can be looked at and compared.
7. Animals are living things. Animals can be sorted and grouped into six main groups: fish, amphibians, reptiles, birds, invertebrates and mammals.
8. Different animal groups have some common body parts, such as eyes and a mouth, and some different body parts, such as fins or wings.

End product: Draw and label human body and explain which body part is associated with which sense

KS1 Laboratory



Salvino D'Armarti

(Invented the first eyeglasses in the 13th century)



How does grass grow? How do plants grow in winter? (Scented Garden & Plants survival)

Learning Intentions

1. Ask and answer scientific questions about the world around them.
2. Use simple equipment to measure and make observations.
3. Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning.
4. Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language.
5. Use a range of methods (tables, charts, diagrams and Venn diagrams) to gather and record simple data with some accuracy.
6. Describe how plants need water, light and a suitable temperature to grow and stay healthy.
7. Observe and describe how seeds and bulbs change over time as they grow into mature plants.
8. Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions.
9. Describe a range of local habitats and habitats beyond their locality (beaches, rainforests, deserts, oceans and mountains) and what all habitats provide for the things that live there.
10. Identify and name a variety of plants and animals in a range of habitats and microhabitats.
11. Identify and describe the basic structure of a variety of common flowering plants, including trees.

KS1 Laboratory

Agnes Arber

(botanist and plant morphologist,
the partial shoot theory of the leaf)

Knowledge Intentions

1. Questions can help us find out about the world.
2. Simple equipment is used to take measurements and observations. Examples include timers, hand lenses, metre sticks and trundle wheels.
3. Tests can be carried out by following a set of instructions. A prediction is a guess at what might happen in an investigation.
4. Objects, materials and living things can be looked at, compared and grouped according to their features.
5. The results are information that has been found out from an investigation and can be used to answer a question.
6. Data can be recorded and displayed in different ways, including tables, charts, pictograms and drawings.
7. Plants need water, light and a suitable temperature to grow and stay healthy. Without any one of these things, they will die. Plants grow from seeds and bulbs. Seeds and bulbs need nutrients from soil, water and warmth to start growing (germinate). As the plant grows bigger, it develops leaves and flowers.
8. Plants grow from seeds and bulbs. Seeds and bulbs need nutrients from soil, water and warmth to start growing (germinate). As the plant grows bigger, it develops leaves and flowers.
9. A habitat is a place where a living thing lives. A microhabitat is a very small habitat.
10. Local habitats include parks, woodland and gardens. Habitats beyond the locality include beaches, rainforests, deserts, oceans and mountains. All living things live in a habitat to which they are suited and it must provide everything they need to survive.

End product: evidence of an investigation into what a plant needs to grow as well as being able to label the different parts of a plant.



Do insects have a favourite colour? What is the lifecycle of a ladybird?

(Wriggle & Crawl & habitats)



Learning Intentions

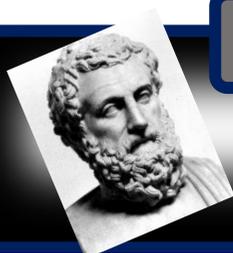
1. Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions.
2. Interpret and construct simple food chains to describe how living things depend on each other as a source of food
3. Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language.
4. Use a range of methods (tables, charts, diagrams and Venn diagrams) to gather and record simple data with some accuracy.
5. Compare and group things that are living, dead or have never been alive.
6. Use simple equipment to measure and make observations.
7. Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning.
8. Ask and answer scientific questions about the world around them.
9. Identify and name a variety of plants and animals in a range of habitats and microhabitats.
10. Describe a range of local habitats and habitats beyond their locality (beaches, rainforests, deserts, oceans and mountains) and what all habitats provide for the things that live there.
11. Explain how animals, including humans, need water, food, air and shelter to survive.
12. Describe the basic life cycles of some familiar animals (egg, caterpillar, pupa, butterfly; egg, chick, chicken; spawn, tadpole, froglet, frog).

Knowledge Intentions

1. Tests can be carried out by following a set of instructions. A prediction is a guess at what might happen in an investigation.
2. Food chains show how living things depend on one another for food. All food chains start with a plant, followed by animals that either eat the plant or other animals.
3. The results are information that has been found out from an investigation and can be used to answer a question.
4. Data can be recorded and displayed in different ways, including tables, charts, pictograms and drawings.
5. Living things are those that are alive. Dead things are those that were once living but are no longer. Some things have never been alive.
6. Simple equipment is used to take measurements and observations. Examples include timers, hand lenses, metre sticks and trundle wheels.
7. Objects, materials and living things can be looked at, compared and grouped according to their features.
8. Questions can help us find out about the world.
9. A habitat is a place where a living thing lives. A microhabitat is a very small habitat.
10. Local habitats include parks, woodland and gardens. Habitats beyond the locality include beaches, rainforests, deserts, oceans and mountains. All living things live in a habitat to which they are suited and it must provide everything they need to survive.
11. Animals need water, food, air and shelter to survive. Their habitat must provide all these things.
12. Animals have offspring that grow into adults. Different animals have different stages of growth or life cycles.

End product: evidence of an investigation into lifecycle and food chain of an animal

KS1 Laboratory



Aristotle



Why should I exercise? How do germs spread? (Street Detectives & seasonal changes)



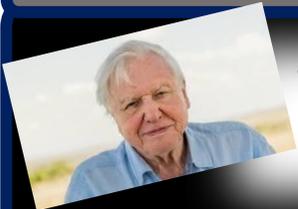
Learning Intentions

1. Describe the importance of a healthy lifestyle, including exercise, a balanced diet, good quality sleep and personal hygiene.
2. Use a range of methods (tables, charts, diagrams and Venn diagrams) to gather and record simple data with some accuracy.
3. Use simple equipment to measure and make observations.
4. Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language.
5. Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning.
6. Ask simple scientific questions.
7. Describe ways to stay safe in some familiar situations.
8. Describe, following observation, how plants and animals change over time.
9. Identify, compare, group and sort a variety of common wild and garden plants, including deciduous and evergreen trees, based on observable features.
10. Investigate weather using toys, models or simple equipment.
11. Observe and describe different types of weather.
12. Observe and describe how day length changes across the year.
13. Observe changes across the four seasons.

Knowledge Intentions

1. A healthy lifestyle includes exercise, personal hygiene, good quality sleep and a balanced diet. Risks associated with an unhealthy lifestyle include obesity, tooth decay and mental health problems.
2. Data can be recorded and displayed in different ways, including tables, charts, pictograms and drawings.
3. Simple equipment is used to take measurements and observations. Examples include timers, hand lenses, metre sticks and trundle wheels.
4. The results are information that has been found out from an investigation and can be used to answer a question.
5. Objects, materials and living things can be looked at, compared and grouped according to their features.
6. Question words include what, why, how, when, who and which.
7. It is important to stay safe. Some ways to stay safe include staying safe in strong sunlight (sun cream, sun hat and sunglasses), crossing roads (stop, look and listen), in the kitchen (not touching hot or sharp objects) and with household chemicals (not touching, drinking or eating).
8. All living things (plants and animals) change over time as they grow and mature.
9. Plants are living things. Common plants include the daisy, daffodil and grass. Trees are large, woody plants and are either evergreen or deciduous. Trees that lose their leaves in the autumn are called deciduous trees. Examples include oak, beech and rowan. Trees that shed old leaves and grow new leaves all year round are called evergreen trees. Examples include holly and pine.
10. Simple equipment can be used for measuring weather, such as measuring temperature with a thermometer; identifying wind direction and force with a windsock or measuring rainfall with a rain gauge.
11. Different types of weather include sunshine, rain, hail, wind, snow, fog, lightning, storm and cloud. The weather can change daily and some weather types are more common in certain seasons, such as snow in winter.
12. Day length (the number of daylight hours) is longer in the summer months and shorter in the winter months.
13. There are four seasons: spring, summer, autumn and winter. Certain events and weather patterns happen in different seasons.
14. The local environment is a habitat for living things and can change during the seasons.

KS1 Laboratory



Sir David Attenborough
(Natural Historian & broadcaster)

End product: evidence of a study into how to stay safe.

Checklist

KS1 Working Scientifically

National Curriculum Programme of Study		2021-2022	2022-2023
Sc1/1.1	asking simple questions and recognising that they can be answered in different ways	T3, T4, T5, T6	T3, T4, T5, T6
Sc1/1.2	observing closely, using simple equipment	T1, T2, T3, T5, T6,	T2, T4, T5, T6
Sc1/1.3	performing simple tests	T2, T4, T5, T6	T1, T2, T3, T4, T5,
Sc1/1.4	identifying and classifying	T1, T3, T4, T5,	T1, T2, T3, T4, T5, T6
Sc1/1.5	using their observations and ideas to suggest answers to questions	T3, T4, T5, T6	T1, T4, T5, T6
Sc1/1.6	gathering and recording data to help in answering questions.	T3, T4, T5	T1, T2, T4, T5, T6,

Year One

National Curriculum Programme of Study		2021-2022	2022-2023
Plants			
Sc1/2.1a	identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	T5	T5, T6
Sc1/2.1b	identify and describe the basic structure of a variety of common flowering plants, including trees	T5	T4
Animals including humans			
Sc1/2.2a	identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals	T3	T3
Sc1/2.2b	identify and name a variety of common animals that are carnivores, herbivores and omnivores	T5	
Sc1/2.2c	describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)	T3	T3
Sc1/2.2d	identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.		T1, T3
Everyday Materials			
Sc1/3.1a	distinguish between an object and the material from which it is made	T1	T1
Sc1/3.1b	identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock	T1	T1
Sc1/3.1c	describe the simple physical properties of a variety of everyday materials	T1, T6	T2
Sc1/3.1d	compare and group together a variety of everyday materials on the basis of their simple physical properties	T1	T2, T3
Seasonal Changes			
Sc1/4.1a	observe changes across the 4 seasons	T2	T6
Sc1/4.1b	observe and describe weather associated with the seasons and how day length varies.	T2	T6

Year Two

National Curriculum Programme of Study		2021-2022	2022-2023
<i>Living things & their habitats</i>			
Sc2/2.1a	explore and compare the differences between things that are living, dead, and things that have never been alive		T5
Sc2/2.1b	identify that most living things live in habitats to which they are suited and describe how different habitats	T6,	T4, T5
Sc2/2.1c	identify and name a variety of plants and animals in their habitats, including microhabitats	T1	T5, T5
Sc2/2.1d	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.		T5
<i>Plants</i>			
Sc2/2.2a	observe and describe how seeds and bulbs grow into mature plants		T4
Sc2/2.2b	find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	T5	T4
<i>Animals including humans</i>			
Sc2/2.3a	notice that animals, including humans, have offspring which grow into adults	T1	T5,
Sc2/2.3b	find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	T3, T5	T1, T5
Sc2/2.3c	describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.		T1, T6
<i>Use of everyday materials</i>			
Sc2/3.1a	identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses	T4, T6,	
Sc2/3.1b	compare how things move on different surfaces.		T2
Sc2/3.1c	find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	T4, T6,	

	Year A 2021 - 2022					
	T1	T2	T3	T4	T5	T6
Plants						
Animals including humans						
Everyday materials						
Seasonal Changes						
Living things & their habitat						

Completed in depth

Year B 2022 - 2023					
T1	T2	T3	T4	T5	T6

Light touch, not every PoS addressed