



KS1: EVEN					
Autumn		Spring		Summer	
Animals inc. humans (Year 1) N.C. Y1 PoS	Animals inc. humans (Year 2) N.C. Y2 PoS	Seasonal Change N.C. Y1 PoS	My Body N.C. Y1 PoS	Super Scientists Working Scientifically/Beyond the KS1 N.C	Pushes & pulls/ Electricity Beyond the KS1 N.C
Key Vocabulary Senses, omnivore, carnivore, amphibian, herbivore, vertebrate, invertebrate, reptile, mammal, reptile, human, body part names, survive, hygiene, exercise, medicine		Key Vocabulary Seasons, winter, summer, autumn, spring, weather, temperature, conditions, hibernate, adapt, longest day, shortest day	Key Vocabulary Body part names, senses, smell, taste, touch, sound, hear, bodies	Key Vocabulary Gravity, transparent, light, wind, sound, senses, reflexes, germs, bacteria, hygiene, travels, transmits, circuit, electricity, electric	Key Vocabulary Circuit, wire, bulb, buzzer, simple circuit, conducts, conductor, travels, gravity, friction, forces, surface, static
Scientific Concepts		Scientific Concepts		Scientific Concepts	
Diversity Life cycles Interactions Energy		Systems Energy Interactions		Systems Energy Interactions	

Scientific Knowledge to be covered throughout the year				
Term	Disciplinary Knowledge	Biology	Chemistry	Physics
Autumn 1: Animals inc. humans	Comparative and fair testing <ul style="list-style-type: none"> Y1: Know that predictions can be made. Y1: Know that simple tests can be carried out with support. Y2: Know that explanations can be made based on 	<ul style="list-style-type: none"> Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. 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 (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). 		
Autumn 2: Animals inc. humans				



	<p>what has happened during an investigation.</p> <ul style="list-style-type: none"> • Y2: Know that simple tests can be carried out independently. <p>Identifying and classifying</p>	<ul style="list-style-type: none"> • Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Investigate our senses and reflexes • Investigate how germs are transferred by touching things 		
<p>Spring 1: Seasonal change</p>	<ul style="list-style-type: none"> • Y1: Know that living and non-living things can be classified and compared. • Y2: Know that living and non-living things can be classified and compared through methods of sorting and grouping. 			<ul style="list-style-type: none"> • <i>Observe the apparent movement of the Sun during the day.</i> • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.
<p>Spring 2: My body</p>	<p>Gathering and recording</p> <ul style="list-style-type: none"> • Y1: Know that patterns can be identified within scientific phenomena. • Y2: Know that relationships can be identified within scientific phenomena. 			<ul style="list-style-type: none"> • Observe and name a variety of sources of sound, noticing that we hear with our ears.
<p>Summer 1: Super Scientists (Consolidation Unit)</p>		<ul style="list-style-type: none"> • Investigate our senses and reflexes • Investigate how germs are transferred by touching things 		<ul style="list-style-type: none"> • Investigate the effect gravity has on everyday objects. • Investigate what happens to light when it passes through different transparent objects • <i>Identify common appliances that run on electricity.</i> • <i>Construct a simple series electrical circuit.</i>
<p>Summer 2: Pushes & pulls/ Electricity</p>				<ul style="list-style-type: none"> • Notice and describe how things move, using simple comparisons such as faster and slower. • Compare how different things move. • Observe and name a variety of sources of light, including electric lights, flames and the sun, explaining



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				that we see things because light travels from them to our eyes.
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