| Science | Programme of study | Bright Lights, ... Y1 | Can you be a ... Y1 | Dinosaur Plan... Y1 | Moon Zoom! Y1 | Paws, Claws a... Y1 | Splendid Skies Y1 | Superheroes Y1 | The Enchante... Y1 | What can you... Y1 | What makes t... Y1 | Whose poo? Y1 | Why do we h... Y1 | Coastline Y2 | Do insects ha... Y2 | Do snails hav... Y2 | How do plant... Y2 | How does gra... Y2 | Movers and S... Y2 | Street Detecti... Y2 | The Scented ... Y2 | Where do sna... Y2 | Wriggle and C... Y2 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Working scientifically | KS1 16<br>Identify and classify. | 1 | 1 | | | 1 | 1 | 1 | 3 | | 1 | 1 | 1 | | | | 1 | | | | 3 | 1 | |
| Animals including humans | Year 1 1<br>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | | | | | | | 1 | | | | | | | | | | | | | | | |
| Animals including humans | Year 1 5<br>Identify and name a variety of common animals that are carnivores, herbivores and omnivores. | | | 1 | | 2 | | | | | | 1 | 1 | | | | | | | | | | |
| Animals including humans | Year 1 1<br>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. | | | | | 1 | | | | | | | | | | | | | | | | | |
| Plants | Year 1 1<br>Identify and describe the basic structure of a variety of common flowering plants, including trees. | | | | | | | | 1 | | | | | | | | | | | | | | |
| Plants | Year 1 2<br>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. | | | | | | | | 2 | | | | | | | | | | | | | | |
| Working scientifically | KS1 9<br>Gather and record data to help in answering questions. | | | | 1 | 1 | 1 | | | 1 | | | | | 1 | | 1 | 1 | | | | 1 | 1 |
| Working scientifically | KS1 15<br>Use their observations and ideas to suggest answers to questions. | | 1 | | | | 1 | 1 | 5 | | | 1 | 1 | | 1 | 1 | | | | | 2 | | 1 |
| Working scientifically | KS1 9<br>Perform simple tests. | | | | 1 | 1 | 1 | 1 | 1 | 1 | | | | | | 1 | | 1 | | | | | 1 |
| Everyday materials | Year 1 4<br>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. | | 1 | | 1 | | | | | | 2 | | | | | | | | | | | | |
| Working scientifically | KS1 8<br>Observe closely, using simple equipment. | | | 1 | | | 2 | | 1 | | | 1 | | | | | | 1 | | 1 | | | 1 |
| Working scientifically | KS1 5<br>Ask simple questions and recognise that they | | | | 1 | | | | 1 | 1 | | | | | | | | | | | 1 | | 1 |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Seasonal changes | Year 1 1<br>Observe changes across the four seasons. | | | | | | 1 | | | | | | | | | | | | | | | | |
| Aims and purpose | Year 1-6 Breadth *(optional)* 10<br>Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future. | | | | 2 | | | | | | | | | | | | | | | | | | |
| Aims and purpose | Year 1-6 Breadth *(optional)* 6<br>Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them. | | | 1 | | | 4 | | | | | | | 1 | | | | | | | | | |
| Aims and purpose | Year 1-6 Breadth *(optional)* 3<br>Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. | | | | | 1 | | | 1 | | | | | | | | | | | | | | |
| Animals including humans | Year 1 5<br>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). | | | 2 | | 2 | | | | | | | 1 | | | | | | | | | | |
| Plants | Year 2 4<br>Observe and describe how seeds and bulbs grow into mature plants. | | | | | | | | | | | | | | | | 1 | | | | 3 | | |
| Living things and their habitats | Year 2 7<br>Explore and compare the differences between things that are living, dead, and things that have never been alive. | | | | | | | | | | | | | | 1 | 1 | 1 | 1 | | | 1 | 1 | 1 |
| Living things and their habitats | Year 2 1<br>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. | | | | | | | | | | | | | | | | | | | | | 1 | |
| Living things and their habitats | Year 2 4<br>Identify and name a variety of plants and animals in their habitats, including microhabitats. | | | | | | | | | | | | | | 1 | | | | | 1 | | 1 | 1 |
| Living | Year 2 2 | | | | | | | | | | | | | | | 1 | | | | | | | 1 |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Animals including humans | Year 2 1<br>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | | | | | | | | | | | | | | | | | | 1 | | | | |
| Everyday materials | Year 2 1<br>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. | | | | | | | | | | | | | | | | | | | 1 | | | |
| Everyday materials | Year 2 1<br>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | | | | | | | | | | | | | | | | | | | | | | |