

Skidders' Kent Primary School  
Key Stage 1  
Science Long Term Plan



Cycle A					
Working scientifically (Key Stage 1)					
<ul style="list-style-type: none"> <li><input type="checkbox"/> asking simple questions and recognising that they can be answered in different ways</li> <li><input type="checkbox"/> observing closely, using simple equipment</li> <li><input type="checkbox"/> performing simple tests</li> <li><input type="checkbox"/> identifying and classifying</li> <li><input type="checkbox"/> using their observations and ideas to suggest answers to questions</li> <li><input type="checkbox"/> gathering and recording data to help in answering questions.</li> <li><input type="checkbox"/> In working scientifically, ask simple questions and recognise that they can be answered in different ways (ask people questions; talk about what he/she has found out and how he/she found it out; communicate his/her findings in a range of ways and begin to use simple scientific language)</li> </ul>					
Everyday materials	Working scientifically	Animals, including humans	Seasonal changes	Living things and their habitats	Plants
<ul style="list-style-type: none"> <li><input type="checkbox"/> distinguish between an object and the material from which it is made</li> <li><input type="checkbox"/> identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li><input type="checkbox"/> describe the simple physical properties of a variety of everyday materials</li> <li><input type="checkbox"/> compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> asking simple questions and recognising that they can be answered in different ways</li> <li><input type="checkbox"/> observing closely, using simple equipment</li> <li><input type="checkbox"/> performing simple tests</li> <li><input type="checkbox"/> identifying and classifying</li> <li><input type="checkbox"/> using their observations and ideas to suggest answers to questions</li> <li><input type="checkbox"/> gathering and recording data to help in answering questions.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates</li> <li><input type="checkbox"/> identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li><input type="checkbox"/> describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets)</li> <li><input type="checkbox"/> notice that animals, including humans, have offspring which grow into adults</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> observe changes across the four seasons</li> <li><input type="checkbox"/> observe and describe weather associated with the seasons and how day length varies.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> identify and name a variety of plants and animals in their habitats, including micro-habitats</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen</li> <li><input type="checkbox"/> identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.</li> <li><input type="checkbox"/> observe and describe how seeds and bulbs grow into mature plants</li> <li><input type="checkbox"/> describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>

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<b>Cycle B</b>					
<b>Working scientifically (Key Stage 1)</b>					
<ul style="list-style-type: none"> <li><input type="checkbox"/> asking simple questions and recognising that they can be answered in different ways</li> <li><input type="checkbox"/> observing closely, using simple equipment</li> <li><input type="checkbox"/> performing simple tests</li> <li><input type="checkbox"/> identifying and classifying</li> <li><input type="checkbox"/> using their observations and ideas to suggest answers to questions</li> <li><input type="checkbox"/> gathering and recording data to help in answering questions.</li> <li><input type="checkbox"/> In working scientifically, ask simple questions and recognise that they can be answered in different ways (ask people questions; talk about what he/she has found out and how he/she found it out; communicate his/her findings in a range of ways and begin to use simple scientific language)</li> </ul>					
<b>Materials</b>	<b>Animals including humans</b>		<b>Working scientifically</b>		<b>Plants, Animals including humans, Living things and their habitats</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard</li> <li><input type="checkbox"/> compare how things move on different surfaces.</li> <li><input type="checkbox"/> find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> asking simple questions and recognising that they can be answered in different ways</li> <li><input type="checkbox"/> observing closely, using simple equipment</li> <li><input type="checkbox"/> performing simple tests</li> <li><input type="checkbox"/> identifying and classifying</li> <li><input type="checkbox"/> using their observations and ideas to suggest answers to questions</li> <li><input type="checkbox"/> gathering and recording data to help in answering questions.</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li><input type="checkbox"/> observe and describe how seeds and bulbs grow into mature plants</li> <li><input type="checkbox"/> find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> <li><input type="checkbox"/> 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.</li> </ul>