



Markland Hill Science Curriculum – Key Stage 1 Sequence of Learning - YEAR A

☒ biology ☐ chemistry

Seasonal Change – Ongoing Unit

- observe changes across the 4 seasons
- observe and describe weather associated with the seasons and how day length varies

Animals, including Humans (Y1)

Scientist: Chris Packham

Substantive Knowledge (NC objectives):

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- 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 (fish, amphibians, reptiles, birds and mammals including pets)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Disciplinary Knowledge (NC objectives):

- Use observations to compare and contrast animals, describing how they identify and group them
- Group animals according to what they eat using senses to compare

End Points

- I can name a range of animals within each group.
- I can suggest ways that animals in each group are the same and how they are different.

Animals, including Humans (Y2)

Scientist: Elizabeth Garrett Anderson

Substantive Knowledge (NC objectives):

- Know that animals, including humans, have offspring which grow into adults
- describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Disciplinary Knowledge (NC objectives):

- Observe, through video or first-hand observation and measurement, how different animals, including humans, grow
- Ask questions about what things animals need for survival and what humans need to stay healthy; suggesting ways to find answers to their questions.

End Points

- I can match, sort and group young animals and their adults
- I can compare the life cycles of different animals
- I can name and order the stages of the human life cycle

Everyday materials (Y1)

Uses of Everyday materials (Y2)

Scientist: Charles Macintosh

Substantive Knowledge (NC objectives):

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including **metal, rock, fabric, rubber, cardboard**
- describe the simple physical properties of a variety of **metal, rock, fabric, rubber, cardboard**
- compare and group together **metal, rock, fabric, rubber, cardboard** on the basis of their simple physical properties
- Identify and compare the suitability of a variety of everyday materials, **metal, rock, fabric, rubber, cardboard** for particular uses
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Disciplinary Knowledge (NC objectives):

- Perform simple tests to explore questions, eg: 'What is the best material for an umbrella?
- Compare uses of everyday materials in and around school
- observe closely, identify and classify uses of different materials, and record observations.

End Points

• I can identify and sort animals according to their diet. • I can draw and label parts of the human body. • I can name the five senses and perform simple tests to find out more about them. • I can describe similarities and differences between the structures of common animals. Key Vocabulary: Head, body, eyes, ears, mouth, teeth, tongue, nose, leg, arm, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, senses, touch, see, smell, taste, hear	• I can research and describe what animals need to survive • I can test the effects of exercise on the human body. • I can investigate the importance of healthy eating and hygiene. Key Vocabulary: Offspring, reproduction, growth, chick/hen, baby/child/adult, caterpillar/butterfly, exercise, heartbeat, breathing, hygiene, germs, disease, food types, meat, fish, vegetables, bread, rice, pasta.	• I can identify and name metal, rock, fabric, rubber, cardboard • I can tell the difference between an object and the materials it is made from • I can describe the properties of metal, rock, fabric, rubber, cardboard • I can test metal, rock, fabric, rubber, cardboard • I can watch closely • I can identify and group the uses of metal, rock, fabric, rubber, cardboard • I can record my observations. • I can compare the suitability of metal, rock, fabric, rubber, cardboard • I can explain how the shapes of objects made from some materials can be changed. Key Vocabulary: Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, rubber, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, rough, smooth, shiny, dull, transparent, opaque
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