

KEY STAGE 1 - SCIENCE CURRICULUM 2014 (LO's taken from the Master National Curriculum Document, dated September 2013)

YEAR 1 & 2
Working Scientifically
asking simple questions and recognising that they can be answered in different ways
observing closely, using simple equipment
performing simple tests
identifying and classifying
using their observations and ideas to suggest answers to questions
gathering and recording data to help in answering questions

YEAR 1			
Plants	Animals including humans	Everyday materials	Seasonal changes
identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	distinguish between an object and the material from which it is made	observe changes across the four seasons
identify and describe the basic structure of a variety of common flowering plants, including trees.	identify and name a variety of common animals that are carnivores, herbivores and omnivores	identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock	observe and describe weather associated with the seasons and how day length varies.
	describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	describe the simple physical properties of a variety of everyday materials	
	identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	compare and group together a variety of everyday materials on the basis of their simple physical properties.	

YEAR 2			
Plants	Animals including humans	Uses of everyday materials	Living things and their habitats
observe and describe how seeds and bulbs grow into mature plants	notice that animals, including humans, have offspring which grow into adults	identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	explore and compare the differences between things that are living, dead, and things that have never been alive
find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	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
	describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.		identify and name a variety of plants and animals in their habitats, including micro-habitats
			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

School curriculum : The programmes of study for science are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online.

Attainment targets: By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the content indicated as being 'non-statutory'.