

Rowans 26 – 27 – see LTP. A combination of Year 1 and Year 2 units

| Term and unit name                                                    | Learning Question                                                                                                                                                                                   | Corresponding Success Criteria.                                                                                                                                                                                                            |
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| <b>Term 1</b><br><b>Forces and space: Seasonal changes (A) Year 1</b> | <b>Lesson 1: Wonderful Weather</b><br><br>Can I identify how the weather changes across the four seasons?                                                                                           | Knowledge<br>1) I can name the four seasons.<br>2) I can name the twelve months of the year.<br>3) I can describe the expected weather patterns for each season.                                                                           |
|                                                                       | <b>Lesson 2: Seasonal Activities</b><br><br>Can I identify events and activities that take place in different seasons?                                                                              | Knowledge<br>1) I can name the four seasons.<br>2) I can suggest appropriate clothing to wear in different weather conditions.<br>3) I can sort activities and events into the correct seasons.                                            |
|                                                                       | <b>Lesson 3: How do trees change?</b><br><br>Can I recognise how trees change across the four seasons?                                                                                              | Knowledge<br>1) I can name the four seasons in order.<br>2) I can describe the appearance of a tree's leaves in each season.<br>3) I can ask simple questions about my observations.                                                       |
|                                                                       | <b>Lesson 4: Daylight Hours</b><br><br>Knowledge:<br>Can I recognise that daylight hours change across the four seasons?<br><br><b>Working scientifically:</b><br>Can I record data in a pictogram? | Knowledge:<br>1) I can recall which seasons have the most and fewest daylight hours.<br><br>Working scientifically:<br>1) I can gather and record data.<br>2) I can complete a pictogram.<br>3) I can use a pictogram to answer questions. |

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|  | <b>Lesson 5: Observing over time.</b><br><b>Knowledge</b><br>Can I observe changes across the four seasons?<br><b>Working scientifically</b><br>Can I gather and record data about how seasons change over time. | <b>Knowledge</b><br>1) I can describe changes that take place in different seasons.<br><b>Working scientifically</b><br>1) I understand that a thermometer measures temperature.<br>2) I can record data about the temperature in different seasons.<br>3) I can compare data collected over time. |
|  | <b>Lesson 6: Weather Repots</b><br>Can I plan and carryout a weather report?                                                                                                                                     | <b>Knowledge</b><br>1) I can label the capital cities of each country in the UK.<br>2) I can describe seasonal weather in the UK.<br>3) I can suggest ways to prepare for different weather conditions.                                                                                            |

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| <b>Term 2: Animals, including humans: Sensitive bodies (B) Year 2</b> | <b>Lesson 1: Body Parts</b><br><b>Knowledge</b><br>Can I name parts of the human body?<br><b>Working scientifically</b><br>Can I sort body parts into groups?                                                                  | <b>Knowledge</b><br>1) I can draw and label human body parts.<br>2) I can identify some differences in animal body parts.<br><b>Working scientifically</b><br>1) I can use sorting rings to group the same and different body parts. |
|                                                                       | <b>Lesson 2: The senses</b><br><b>Knowledge</b><br>Can I name the body parts used for each sense?<br><b>Working scientifically</b><br>Can I spot patterns in data?                                                             | <b>Knowledge</b><br>1) I can draw and label the body parts used for each sense.<br><b>Working scientifically</b><br>1) I can measure using cubes.<br>2) I can use patterns in data to answer a question.                             |
|                                                                       | <b>Lesson 3: Taste and Touch</b><br><b>Knowledge</b><br>Can I identify the body parts used for the sense of taste and touch?<br><b>Working scientifically</b><br>Can I use the senses to make observations?                    | <b>Knowledge</b><br>1) I can use my sense of touch to identify an object.<br><b>Working scientifically</b><br>1) I can describe the taste of different foods.<br>2) I can record describing words in a table.                        |
|                                                                       | <b>Lesson 4: Sight and Smell</b><br><b>Knowledge</b><br>Can I identify the body parts used for the sense of smell and sight?<br><b>Science in action</b><br>Can I recognise that scientists are always making new discoveries? | <b>Knowledge</b><br>1) I can recall the body part used for smell.<br>2) I can recall the body parts used for sight.<br><b>Science in action</b><br>1) I can understand the importance of research into sight.                        |
|                                                                       | <b>Lesson 5: Hearing</b><br><b>Knowledge</b>                                                                                                                                                                                   | <b>Knowledge</b><br>1) I can name the body part used for hearing.                                                                                                                                                                    |

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|  | <p>Can I identify the body part used for the sense of hearing?</p> <p><b>Working scientifically</b></p> <p>Can I investigate how sound changes as you move further away?</p>                                                           | <p>2) I can identify an object based on the sound it makes.</p> <p><b>Working scientifically</b></p> <p>1) I can use my observations to answer a question.</p>                                                                                        |
|  | <p><b>Lesson 6: Senses in Action</b></p> <p><b>Knowledge</b></p> <p>Can I recognise how the senses are used in everyday life?</p> <p><b>Science in action</b></p> <p>Can I recognise the importance of the senses in certain jobs?</p> | <p><b>Knowledge</b></p> <p>1) I can list actions people take based on their senses.</p> <p>2) I can name feelings people have based on their senses.</p> <p><b>Science in action</b></p> <p>1) I can describe how a firefighter uses their senses</p> |

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| Term and unit name                                                | Learning Question                                                                                                                                                                                          | Corresponding Success Criteria.                                                                                                                                                                                                              |
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| <b>Term 3. Materials:<br/>Everyday Materials (B)<br/>(Year 1)</b> | <b>Lesson 1: Naming Materials.</b><br><b>Knowledge</b><br>Can I identify everyday materials?<br><b>Working scientifically</b><br>Can I sort objects into groups based on the materials they are made from? | <b>Knowledge</b><br>1) I can name everyday materials.<br>2) I can identify the materials different objects are made from.<br><b>Working scientifically</b><br>1) I can sort objects into groups.                                             |
|                                                                   | <b>Lesson 2: Materials detectives.</b><br><b>Knowledge</b><br>Can I recognise the difference between objects and materials?                                                                                | <b>Knowledge</b><br>1) I can name objects.<br>2) I can identify the material an object is made from.<br>3) I can explain the difference between objects and materials.                                                                       |
|                                                                   | <b>Lesson 3: Introduction to Properties</b><br><b>Knowledge</b><br>Can I describe the properties of materials?                                                                                             | <b>Knowledge</b><br>1) I can recall that property refers to how a material can be described.<br>2) I can describe the properties of everyday materials.<br>3) I can recognise that objects are made from materials which suit their purpose. |
|                                                                   | <b>Lesson 4: Is it absorbent?</b><br><b>Knowledge</b><br>Can I group materials based on their properties (absorbency)?<br><b>Working scientifically</b><br>Can I make observations and record data?        | <b>Knowledge</b><br>1) I can name the properties of materials.<br>2) I can sort materials into groups based on their properties.<br><b>Working scientifically</b><br>1) I can describe and record what I notice.                             |
|                                                                   | Lesson 5: Is it waterproof?<br><b>Knowledge</b><br>Can I group materials based on their properties (waterproofness)?                                                                                       | <b>Knowledge</b><br>1) I can suggest ways to test the properties of materials.<br>2) I can make a prediction.                                                                                                                                |

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|  | <b>Working scientifically</b><br>Can I To plan a test and suggest what might happen                                                                                                            | <b>Working scientifically</b><br>1) I can recognise when my prediction does not match the results.                                                                                                                 |
|  | <b>Lesson 6: Is it tough?</b><br><b>Knowledge</b><br>Can I group materials based on their properties (toughness)?<br><b>Working scientifically</b><br>Can I answer questions based on results? | <b>Knowledge</b><br>1) I can describe how materials respond to pulling and tearing.<br><b>Working scientifically</b><br>1) I can use my observations to answer questions.<br>2) I can recognise if a test is fair. |

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| <b>Term 4</b><br><b>Animals, including humans: Comparing animals (B) (Year 1)</b> | <b>Lesson 1: Animal Groups</b><br>Can I identify and group animals?                                                                                                                                                         | 1) I can name animals.<br>2) I can identify the features of animals.<br>3) I can group animals based on their similarities and differences.                                                                                                           |
|                                                                                   | <b>Lesson 2: Describing Animals</b><br>Can I describe a variety of animals?                                                                                                                                                 | 1) I can recall animal groups and what they have in common.<br>2) I can name animal body parts.<br>3) I can recognise differences in animals.                                                                                                         |
|                                                                                   | <b>Lesson 3: Comparing Animals</b><br>Can I compare the features of animals?                                                                                                                                                | 1) I can recognise similarities.<br>2) I can sort animals and choose appropriate group labels.<br>3) I can identify differences between animals in the same group.                                                                                    |
|                                                                                   | <b>Lesson 4: Carnivore, Herbivore or Omnivore?</b><br><b>Knowledge</b><br>Can I identify animals that are carnivores, herbivores and omnivores?<br><b>Working scientifically</b><br>Can I research using non-fiction texts? | <b>Knowledge</b><br>1) I can recall what carnivores, herbivores and omnivores eat.<br>2) I can sort animals into groups according to what they eat.<br><b>Working scientifically</b><br>1) I can use a non-fiction text to find out what animals eat. |
|                                                                                   | <b>Lesson 5: Pets</b><br><b>Knowledge</b><br>Can I recognise animals that make suitable pets?<br><b>Working scientifically</b><br>Can I gather and record data to help in answering questions?                              | <b>Knowledge</b><br>1) I can recall how to care for a pet.<br><b>Working scientifically</b><br>1) I can respond to suggestions about how to collect data.<br>2) I can record data in a block chart.                                                   |

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|  | <b>Lesson 6: Jane Goodall</b><br><b>Knowledge</b><br>Can I describe and compare the structure of animals?<br><b>Science in action</b><br>Can I know about famous scientists throughout history? | <b>Knowledge</b><br>1) I can recognise similarities and differences between humans and chimpanzees.<br><b>Science in action</b><br>1) I can recall a famous scientist.<br>2) I can recall how Jane Goodall gathered data.<br>3) I can describe Jane Goodall's findings. |
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| <b>Term 5</b><br><b>Materials: Uses of everyday materials (B) (Year 2)</b> | <b>Lesson 1: Objects and materials.</b><br><b>Knowledge</b><br>Can I recognise that objects are made from materials that suit their uses?<br><b>Working scientifically</b><br>Can I recognise that objects can be grouped? | <b>Knowledge</b><br>1) I can name objects with the same use that are made from different materials.<br>2) I can name a material that is used to make objects with different uses.<br><b>Working scientifically</b><br>1) I can sort objects based on properties. |
|                                                                            | <b>Lesson 2: Which material is suitable?</b><br>Can I recognise that objects are made from materials that suit their uses?                                                                                                 | 1) I can describe the properties of materials.<br>2) I can explain why a material is suitable for its object's use.<br>3) I can explain why some materials would not be suitable for a particular use.                                                           |
|                                                                            | <b>Lesson 3: Stretch it, Twist it, Bend it Squash it.</b><br><b>Knowledge</b><br>Can I recognise that the shape of some solid objects can be changed?<br><b>Working scientifically</b><br>Can I record data in a table?    | <b>Knowledge</b><br>1) I can observe how actions change the shape of solid objects.<br>2) I can describe what happens to objects after an action has been performed.<br><b>Working scientifically</b><br>1) I can record my findings in a table.                 |
|                                                                            | <b>Lesson 4: Testing stretchiness</b><br><b>Knowledge</b><br>Can I compare the suitability of materials for particular uses?<br><b>Working scientifically</b><br>Can I gather data and use it to answer a question?        | <b>Working scientifically</b><br>1) I can work in a group to carry out a test.<br>2) I can use non-standard units to measure.<br>3) I can compare results to answer a question.                                                                                  |
|                                                                            | <b>Lesson 5: Testing Strength</b><br><b>Knowledge</b>                                                                                                                                                                      | <b>Working scientifically</b><br>1) I can measure strength using non-standard units.                                                                                                                                                                             |

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|  | <p>Can I recognise that the strength of some materials can be changed?</p> <p><b>Working scientifically</b></p> <p>Can I record data in a block graph?</p>                                                                                                | <p>2) I can label the categories on a block graph.</p> <p>3) I can use a block graph to answer questions.</p>                                                                                                                                                                       |
|  | <p><b>Lesson 6: Eco-Friendly Materials.</b></p> <p><b>Knowledge</b></p> <p>Can I compare the suitability of materials for particular uses?</p> <p><b>Science in action</b></p> <p>Can I recognise that some materials are harmful to the environment?</p> | <p><b>Knowledge</b></p> <p>1) I can name properties of materials that make them suitable for their uses.</p> <p><b>Science in action</b></p> <p>1) I can give examples of how plastic is harmful to the environment.</p> <p>2) I can select environmentally friendly materials.</p> |

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| <b>Term 6</b><br><b>Living Things:</b><br><b>Microhabitats (B) Year 2</b> | <b>Lesson2: Identifying and Classifying Minibeasts.</b><br><b>Working scientifically</b><br>Can I classify a variety of minibeasts?                                                                                         | <b>Knowledge</b> <ol style="list-style-type: none"> <li>1) I can name a variety of minibeasts.</li> <li>2) I can recognise the different characteristics of minibeasts.</li> <li>3) I can sort minibeasts into groups based on my observations.</li> </ol> <b>Working scientifically</b> <ol style="list-style-type: none"> <li>1) I can organise questions to create a simple classification key.</li> </ol> |
|                                                                           | <b>Lesson 2: Introduction to Scientific Enquiry.</b><br><b>Working scientifically</b><br>Can I recognise how scientists answer questions?                                                                                   | <b>Working scientifically</b> <ol style="list-style-type: none"> <li>1) I can recognise that scientists choose the most suitable way to answer questions.</li> <li>2) I can ask questions about worms.</li> <li>3) I can use an information text to find answers to questions.</li> </ol>                                                                                                                     |
|                                                                           | <b>Lesson 3: Minibeast Hunt</b><br><b>Knowledge</b><br>Can I recognise that living things live in habitats to which they are suited?<br><b>Working scientifically</b><br>Can I gather and record data to answer a question? | <b>Knowledge</b> <ol style="list-style-type: none"> <li>1) I can make close observations and use equipment safely.</li> <li>2) I can give examples of how microhabitats suit the needs of minibeasts.</li> </ol> <b>Working scientifically</b> <ol style="list-style-type: none"> <li>1) I can gather data and record it in a survey.</li> </ol>                                                              |
|                                                                           | Lesson 4: Planning an Experiment.<br><b>Knowledge</b><br>Can I make close observations and use equipment safely?<br>Can I give examples of how microhabitats suit the needs of minibeasts?<br><b>Working scientifically</b> | <b>Working scientifically</b> <ol style="list-style-type: none"> <li>1) I can ask questions about the conditions minibeasts prefer.</li> <li>2) I can suggest what observations to make.</li> <li>3) I can order the steps of a method.</li> </ol>                                                                                                                                                            |

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|  | Can I gather data and record it in a survey?                                                                                                                                      |                                                                                                                                                                                                                 |
|  | <b>Lesson 5: Woodlice Experiment</b><br><b>Working scientifically</b><br>Can I carry out an experiment and record data in a table?                                                | <b>Working scientifically</b><br>1) I can use a stopwatch.<br>2) I can use tally marks to record results.<br>3) I can use my results to answer a question.                                                      |
|  | <b>Lesson 6: What is a Botanist?</b><br><b>Knowledge</b><br>Can I identify a variety of flowering plants?<br><b>Science in action</b><br>Can I understand the role of a botanist? | <b>Knowledge</b><br>1) I can recognise similarities and differences.<br>2) I can use an identification chart to name flowering plants.<br><b>Science in action</b><br>1) I can describe the role of a botanist. |

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## **KS1 Scientific knowledge and understanding requirements Year 1 and Year 2 combined as per Kapow**

### **Year 1/2**

#### **Knowledge**

- To know a variety of common plants, and how they differ.
- To know that deciduous trees lose their leaves seasonally, but evergreen trees do not.
- To know the basic structure (including leaves, flowers (blossom), fruit, roots, bulb, seed, trunk, branches, stem) of a variety of common plants, including flowering plants and trees.
- To begin to understand how plants grow and change over time.
- To know the name and order of the four seasons; spring, summer, autumn and winter.
- To know that it is unsafe to look directly at the Sun.
- To know weather associated with the four seasons and how it changes (in the UK).
- To understand that day length varies across the four seasons, with fewer daylight hours in the winter and more in the summer.
- To know a variety of plants and animals and describe some differences.
- To know that a habitat is the environment where an animal or plant lives/grows, because it provides what they need to survive.
- To know that a micro-habitat is a very small habitat (e.g. stones, logs and leaf litter).
- To know that living things depend upon each other (e.g. for food, shelter.)
- To begin to understand some of the life processes, including movement, reproduction, sensitivity, growth, excretion and nutrition.

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- To know the difference between things that are living, dead, and things that have never been alive, using some of the life processes.
- To name a variety of habitats, including woodland, ocean, rainforest and coastal.
- To understand that a food chain can be used to show how animals obtain food from eating either plants and/or other animals.
- To understand how living things change, and that animals have offspring that grow into adults.
- To know which offspring comes from which parent animal.
- To know the stages in some animal life cycles.
- To know that animals, including humans, need water, food and air to survive.
- To understand the importance of exercise, a balanced diet and hygiene for humans
- To know that seeds and bulbs grow into seedlings by producing roots and shoots.
- To know that seedlings grow into mature plants by developing parts such as roots, stems, leaves and flowers.
- To know that seeds need water and warmth to germinate.
- To know that plants need water, light and a suitable temperature for growth and health.
- To know key parts of the human body (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth).
- To know the five main senses: sight, smell, hearing, taste and touch.
- To know that eyes are used for sight, the nose is used for smell, ears are used for hearing, the tongue and mouth are used for taste and the skin is used for touch.
- To know that objects are items or things.
- To know that a material is what an object is made from.

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- To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.
- To know that property refers to how a material can be described.
- To describe the physical properties of a variety of everyday materials.
- To understand that materials can be grouped based on their physical properties.
- To know the main body parts of common animals (arms, legs, wings, tails, fins, head, trunk, horns/tusks, shell)
- To know a variety of common animals (including fish, amphibians, reptiles, birds and mammals).
- To know that a carnivore is an animal that eats other animals and give some examples.
- To know that a herbivore is an animal that eats only plants and give some examples.
- To know that an omnivore is an animal that eats both animals and plants, and give some examples.
- To know why objects are made from particular materials and to give examples of their suitability.
- To know that one material can be used for a range of purposes (and to give examples.)
- To know that different materials can be used for the same purpose (and to give examples.)
- To know why certain materials are unsuitable for particular objects.
- To know that a push or pull must be applied to change the shape of a solid object.
- To know that solid objects can be squashed, bent, twisted or stretched.
- To know that different solid objects may take a different amount of force to change shape.
- To know a variety of plants and animals and describe some differences.
- To know that a habitat is the environment where an animal or plant lives/grows, because it provides what they need to survive.

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- To know that a micro-habitat is a very small habitat (e.g. stones, logs and leaf litter).
- To know that living things depend upon each other (e.g. for food, shelter.)

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National Curriculum KS1 Science knowledge statements:

**National curriculum — end of KS1**

- 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
- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees.
- 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.
- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials

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- compare and group together a variety of everyday materials on the basis of their simple physical properties.
- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.
- explore and compare the differences between things that are living, dead, and things that have never been alive
- 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
- identify and name a variety of plants and animals in their habitats, including microhabitats
- 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.
- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
- notice that animals, including humans, have offspring which grow into adults
- find out about and 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.
- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and 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.

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KS1 Working Scientifically statements as per Kapow:

## **Year 1/2**

### **Skills**

#### **Posing questions**

- Exploring the world around them and raising their own simple questions.
- Recognising there are different types of enquiry (ways to answer a question).
- Responding to suggestions on how to answer questions.

#### **Planning**

- Beginning to recognise whether a planned test is fair.
- With support, deciding if suggested observations are suitable.
- Ordering a simple method.

#### **Predicting**

- Suggesting what might happen, often justifying with personal experience.

#### **Observing (qualitative data)**

- Using their senses to describe, in simple terms, what they notice or what has changed.

#### **Measuring (quantitative data)**

- Using non-standard units to measure and compare.

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- Beginning to use standard units and read simple scales to measure and compare.
- Beginning to use simple measuring equipment to make approximate measurements.

### **Researching**

- Gathering specific information from one simplified, specified source.

### **Recording (diagrams)**

- Drawing and labelling simple diagrams.

### **Recording (tables)**

- Using a prepared table to record results including: ● Numbers. ● Simple observations. ● Tally frequency.

### **Grouping and classifying**

- Grouping based on visible characteristics.
- Organising questions to create a simple classification key.

### **Graphing**

- Representing data using pictograms and block graphs.

### **Analysing and drawing conclusions.**

- Using their results to answer simple questions
- Beginning to recognise when results or observations do not match their predictions.

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KS1 Working Scientifically Statements as per the National Curriculum:

**National curriculum — end of KS1**

- 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
- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees.
- 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.
- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials

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- compare and group together a variety of everyday materials on the basis of their simple physical properties.
- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.
- explore and compare the differences between things that are living, dead, and things that have never been alive
- 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
- identify and name a variety of plants and animals in their habitats, including microhabitats
- 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.
- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
- notice that animals, including humans, have offspring which grow into adults
- find out about and 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.
- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and 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.

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