



Hampton Infant School and Nursery Termly Knowledge and Skills for Science – KS1

Year Group	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Topic	Marvellous Me! (Animals including humans)	Sensational Seasons! (Seasonal changes)	Up, Up & Away! (Everyday materials)		Amazing Animals! (Animals including humans)	Once Upon a Time... (Plants)
	National Curriculum	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.	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. Compare and group together a variety of everyday materials on the basis of their simple physical properties.		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 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.
	Key vocabulary	Leg, thigh, Knee, Calf, Heel, Ankle, Foot, Shoulders, Arm, Elbow, Wrist, Hand, Fingers, Spine, Chest, Pelvis, Skull, Heart, Lungs, intestine, touch, sight, taste, hearing, smell	Summer, Autumn, Winter, Spring, Rain, Sun, Snow, Leaves, Flowers, windy, sun, sunrise, sunset	Glass, Plastic, Metal, Wood, Fabric, Transparent, Opaque, stone, object, rock, brick, paper, elastic, foil, cardboard, rubber, wool, clay. Hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, break, tear,. Rough, smooth, shiny, dull		Fish, Mammal, Amphibian, Reptile, Insects, carnivores, herbivores and omnivore, tail, scales, feathers, beak,	deciduous, evergreen, flower, stem, root, leaf, petal, blossom, berry, fruit, seed, trunk, branch, bark, stalk, bud
	Working Scientifically	<ul style="list-style-type: none"> • 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. 					



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Year 2	Topic	(Our Unbelievable Universe) Everyday materials	(Fire Fire!) STEM Working Scientifically	(Incredible Inventions) Animals Including humans Living things and their habitats	(Save the Rainforest) Plants	(Journey through Asia) Everyday materials Animals including humans	(Journey through Asia) Plants Animals Including Humans
	National Curriculum	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 stretching.	Observing closely, using simple equipment. Performing simple tests. Using their observations and ideas to suggest answers to questions.	Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). 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. Plants in our local environment – Observe how different plants grow. Identify and name a variety of plants and animals in their habitats, including microhabitats in our local environment 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.	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Recall materials from earlier in the year 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.	Comparing plants – desert and rainforest climate Notice that animals, including humans, have offspring which grow into adults. Processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognize growth. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
	Key Vocabulary	As Year 1 plus: Transparent, Opaque Translucent, Rigid, Hard, Soft, Fragile, Brittle, Flexible, Rough, Conductor , Insulator suitable, waterproof, flexible, transparent, delicate, rigid, melt, absorb, reflective	minerals, combine, effervesce, bubbles, explode, hazard, safety	Habitat, food chain, herbivore, carnivore, omnivore, stem, leaf, root, petal, seed, shoot, amphibian, mammals, reptiles, alive, non-living, never lived,	As Year 1 plus: light, shade, warm, cool, water, grow, Mrs GREN, Observe , Predict, Variable, Germination, Microhabitat	Squash, bend, twist, stretch. Producer, consumer, plant, animal, energy	As Year 1 plus: habitat, survive, baby, toddler, teenager, adult, elderly, balanced diet, fibre, protein, carbohydrate, fat, dairy, vitamins, offspring, reproduction, growth, child, exercise , breathing, hygiene, germs
Working scientifically	Asking simple questions and recognising that they can be answered in different ways. Gathering and recording data from investigations to help answer questions.	Identifying and classifying. Observing closely, using simple equipment. Performing simple tests. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.	Identifying and classifying. Asking simple questions about what animals, including humans need for survival.	Observing and recording the growth of plants. Setting up a comparative test where one variable is changed.	Recalling properties and names of everyday materials. Identifying and classifying producers and consumers into simple food chains.	Asking simple questions about how different animals grow.	