



SCIENCE COMPOSITE KNOWLEDGE COVERAGE KEY STAGE 1

Intent:

To explore the world around us, observe phenomena, develop scientific vocabulary, be curious and ask questions about what we see, answer scientific questions creatively and form conclusions from our evidence gathered.

		CYCLE A – 2025-2026	CYCLE B – 2026-2027	Running throughout each cycle	
Autumn	1	<p>Animals including humans (Biology) <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> Identify, name, draw and label the basic body parts of the human body and say which part of the body is associated with each sense Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p>Animals including humans (Biology) <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> 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) 	<p>Seasonal changes</p> <ul style="list-style-type: none"> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. 	<p>Working Scientifically</p> <ul style="list-style-type: none"> Ask simple questions and recognising that they can be answered in differed ways. Observing closely, using simple equipment. Performing simple tests Identify and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions
	2	<p>Living Things and their Habitats (Biology) <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify and name a variety of plants and animals in their habitats, including micro-habitats. 	<p>Living Things and their Habitats (Biology) <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> 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. 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. 		
Spring	1	<p>Everyday materials (Physics) <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. <p>Identify and name a variety of everyday materials, including, wood, plastic, glass, metal, water and rock.</p>	<p>Everyday Materials (Physics) <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> 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. 	<p>Seasonal changes</p> <ul style="list-style-type: none"> Observe changes across the four seasons. Observe and describe 	<p>Working Scientifically</p> <ul style="list-style-type: none"> Ask simple questions and recognising that they can be answered in differed ways. Observing closely, using simple equipment.

	2	<p>Plants (Biology) National Curriculum coverage to be taught at differentiated Developmental steps.</p> <ul style="list-style-type: none"> ▪ 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. 	<p>Plants (Biology) National Curriculum coverage to be taught at differentiated Developmental steps.</p> <ul style="list-style-type: none"> ▪ 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. 	<p>weather associated with the seasons and how. day length varies.</p>	<ul style="list-style-type: none"> • Performing simple tests • Identify and classifying • Using their observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions
Summer	1	<p>Uses of Everyday materials (Physics) National Curriculum coverage to be taught at differentiated Developmental steps.</p> <ul style="list-style-type: none"> • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>Uses of Everyday materials (Physics) National Curriculum coverage to be taught at differentiated Developmental steps.</p> <ul style="list-style-type: none"> ▪ Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. 	<p>Seasonal changes</p> <ul style="list-style-type: none"> • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how. day length varies. 	<p>Working Scientifically</p> <ul style="list-style-type: none"> • Ask simple questions and recognising that they can be answered in differed ways. • Observing closely, using simple equipment. • Performing simple tests • Identify and classifying • Using their observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions.
	2	<p>Animals including humans (Biology) National Curriculum coverage to be taught at differentiated Developmental steps.</p> <ul style="list-style-type: none"> • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) 	<p>Animals including humans (Biology) National Curriculum coverage to be taught at differentiated Developmental steps.</p> <ul style="list-style-type: none"> • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. 		