



## Key Stage 1 Science Coverage Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b><u>Foundation Stage 1</u></b>						
I can use all their senses in hands-on exploration of natural materials.			FS1 Spring 1/2	FS1 Spring 1/2		
I can explore collections of materials with similar and/or different properties or seen in photos.			FS1 Spring 1/2	FS1 Spring 1/2		
I can plant seeds and care for growing plants.			FS1 Spring 1/2	FS1 Spring 1/2		
Understand the key features of the life cycle of a plant and an animal.			FS1 Spring 1/2	FS1 Spring 1/2		
Begin to understand the need to respect and care for the natural environment and all things. Talk about what you see, using wide vocabulary			FS1 Spring 1/2	FS1 Spring 1/2		
Explore and talk about different forces they can feel.			FS1 Spring 1/2	FS1 Spring 1/2		
Talk about the differences between materials and changes they notice.			FS1 Spring 1/2	FS1 Spring 1/2		
I can talk about some of the things I have observed such as plants, animals, natural and found objects.					FS1 Summer 1/2	FS1 Summer 1/2
I can start to develop an understanding of growth, decay and changes over time.					FS1 Summer 1/2	FS1 Summer 1/2



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I can show care and concern for living things and the environment.					FS1 Summer 1/2	FS1 Summer 1/2
<u>Foundation Stage 2</u>						
I can talk about some of the things I have observed such as plants, animals, natural and found objects.	FS2 Autumn 1/2	FS2 Autumn 1/2				
I can start to develop an understanding of growth, decay and changes over time.			FS2 Spring 1/2	FS2 Spring 1/2		
I can show care and concern for living things and the environment			FS2 Spring 1/2	FS2 Spring 1/2		
I can explore the natural world around them.			FS2 Spring 1/2	FS2 Spring 1/2		
I can understand the effect of changing seasons on the natural world around them.			FS2 Spring 1/2	FS2 Spring 1/2		
I can explore the natural world around them, making observations and drawing pictures of animals and plants.					FS2 Summer 1/2	FS2 Summer 1/2
I can know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.					FS2 Summer 1/2	FS2 Summer 1/2
I can understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					FS2 Summer 1/2	FS2 Summer 1/2
<u>Key Stage 1 Science Programme of Study</u>						
<u>Plants</u> Pupils should be taught to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees					Cycle B Mother Nature	
Pupils should be taught to identify and describe the basic structure of a variety of common flowering plants, including trees.						
<u>Animals, including humans</u> Pupils should be taught to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals						
Pupils should be taught to identify and name a variety of common animals that are carnivores, herbivores and omnivores.				Cycle A Enchanted Worlds		



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<u>Everyday materials</u> Pupils should be taught to distinguish between an object and the material from which it is made		Cycle B Toy Story				
Pupils should be taught to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock						
Pupils should be taught to describe the simple physical properties of a variety of everyday materials			Cycle B How does it work?			
Pupils should be taught to compare and group together a variety of everyday materials on the basis of their simple physical properties.						
<u>Seasonal changes</u> Pupils should be taught to observe changes across the four seasons	Cycle A ongoing					
Pupils should be taught to observe and describe weather associated with the seasons and how day length varies	Cycle A ongoing					
<u>Living things and their habitats</u> Pupils should be taught to explore and compare the differences between things that are living, dead, and things that have never been alive					Cycle A: Who Lives in a place like this?	
Pupils should be taught to 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						
Pupils should be taught to identify and name a variety of plants and animals in their habitats, including micro-habitats						Cycle A: Seaside
Pupils should be taught to 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.						
<u>Plants</u> Pupils should be taught to observe and describe how seeds and bulbs grow into mature plants					Cycle B Great Fire of London	
Pupils should be taught to find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.						
<u>Animals, including humans</u> Pupils should be taught to notice that animals, including humans, have offspring which grow into adults			Cycle A China Highlights Animals			
Pupils should be taught to find out about and describe the basic needs of animals, including humans, for survival (water, food and air)				Cycle A What a performance. Animals		
Pupils should be taught to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Cycle B Amazing Me Humans					
<u>Uses of everyday materials</u> Pupils should be taught to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses						Cycle B London Rocks
Pupils should be taught to find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.						