

Great Orton Key Stage One

Three Year Overview for Science

KS1 Science Overview 2017-2018							
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two	
Topic	Houses and Homes	Fairy tales	Toys	Monsters	The Wilderness must be explored	Bears	
EYFS and KS1	<p>30-50 Months Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.</p>	<p>30-50 Months Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work.</p>	<p>30-50 Months Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time.</p>	<p>30-50 Months Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.</p>	<p>30-50 Months Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.</p>	<p>30-50 Months Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.</p>	<p>30-50 Months Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.</p>
	<p>40-60 Months Looks closely at similarities, differences, patterns and change</p>	<p>40-60 Months Looks closely at similarities, differences, patterns and change</p>	<p>40-60 Months Looks closely at similarities, differences, patterns and change</p>	<p>40-60 Months Looks closely at similarities, differences, patterns and change</p>	<p>40-60 Months Looks closely at similarities, differences, patterns and change</p>	<p>40-60 Months Looks closely at similarities, differences, patterns and change</p>	<p>40-60 Months Looks closely at similarities, differences, patterns and change</p>
	<p>Expected Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Expected Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Expected Children know about similarities and differences in relation to places, objects, materials and living things.</p>	<p>Expected Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Expected Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Expected Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Expected Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>
	<p>Exceeding Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own communities do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for.</p>	<p>Exceeding Children know that the environment and living things are influenced by human activity.</p>	<p>Exceeding They know the properties of some materials and can suggest some of the purposes they are used for.</p>	<p>Exceeding</p>	<p>Exceeding Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own communities do that help to maintain the area they live in.</p>	<p>Exceeding Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own communities do that help to maintain the area they live in.</p>	<p>Exceeding Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own communities do that help to maintain the area they live in.</p>
	<p>Everyday Materials 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.</p>	<p>Seasonal changes Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Everyday Materials 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.</p>	<p>Animals, including humans 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>	<p>Plants 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>	<p>Animals, including humans 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)</p>	<p>Animals, including humans 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)</p>
	<p>Use of everyday materials 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.</p>		<p>Use of everyday materials 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.</p>				<p>Animals, including humans 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) Living things and their habitats 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 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.</p>

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Three Year Overview for Science

KS1 Science Overview 2018-2019						
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Topic	All about me	Colour and light	Dinosaurs	Transport and Travel	Africa	Minibeasts and plants
EYFS and KS1	<p>30-50 Months Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.</p>	<p>30-50 Months Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Talks about why things happen and how things work.</p>	<p>30-50 Months Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time.</p>	<p>30-50 Months Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work.</p>	<p>30-50 Months Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.</p>	<p>30-50 Months Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Shows care and concern for living things and the environment.</p>
	<p>40-60 Months Looks closely at similarities, differences, patterns and change</p>	<p>40-60 Months Looks closely at similarities, differences, patterns and change</p>	<p>40-60 Months Looks closely at similarities, differences, patterns and change</p>	<p>40-60 Months Looks closely at similarities, differences, patterns and change</p>	<p>40-60 Months Looks closely at similarities, differences, patterns and change</p>	<p>40-60 Months Looks closely at similarities, differences, patterns and change</p>
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	<p>Exceeding Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own communities do that help to maintain the area they live in.</p>	<p>Exceeding Children know that the environment and living things are influenced by human activity. They know the properties of some materials and can suggest some of the purposes they are used for.</p>	<p>Exceeding</p>	<p>Exceeding Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own communities do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for.</p>	<p>Exceeding Children know that the environment and living things are influenced by human activity.</p>	<p>Exceeding Children know that the environment and living things are influenced by human activity.</p>
	<p>Animals including humans Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Seasonal changes Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Animals including humans 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)</p>	<p>Everyday materials 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.</p>	<p>Animals including humans 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)</p>	<p>Plants 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>
	<p>Animals including humans 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.</p>	<p>See year 3 light objectives</p>	<p>Animals including humans 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) Living things and their habitats 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 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.</p>	<p>Use of everyday materials 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.</p>	<p>Animals including humans 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) Living things and their habitats 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 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.</p>	<p>Plants 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>

Great Orton Key Stage One

Three Year Overview for Science

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	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two	
Topic	Food and Festivals	Fire and Ice	Space	Life is everywhere On the farm	Superheroes People who help us	Under the sea and pirates	
EYFS and KS1	<p>30-50 Months Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.</p>	<p>30-50 Months Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Shows care and concern for living things and the environment.</p>	<p>30-50 Months Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Talks about why things happen and how things work.</p>	<p>30-50 Months Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment.</p>	<p>30-50 Months Talks about why things happen and how things work. Shows care and concern for living things and the environment.</p>	<p>30-50 Months Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment.</p>	
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	<p>Exceeding Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own communities do that help to maintain the area they live in</p>	<p>Exceeding They are familiar with basic scientific concepts such as floating, sinking, experimentation.</p>	<p>Exceeding They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.</p>	<p>Exceeding Children know that the environment and living things are influenced by human activity</p>	<p>Exceeding They know the properties of some materials and can suggest some of the purposes they are used for. They can describe some actions which people in their own communities do that help to maintain the area they live in.</p>	<p>Exceeding They are familiar with basic scientific concepts such as floating, sinking, experimentation.</p>	<p>Exceeding They are familiar with basic scientific concepts such as floating, sinking, experimentation.</p>
	<p>Animals including humans Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Seasonal changes Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.</p>		<p>Animals including humans 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)</p>	<p>Everyday materials 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.</p>	<p>Animals including humans 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)</p>	<p>Animals including humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p>
	<p>Animals including humans 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.</p>	<p>Living things and their habitat 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 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.</p>		<p>Animals including humans 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>	<p>Use of everyday materials 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.</p>	<p>Animals including humans Living things and their habitats 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 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.</p>	<p>Animals including humans Living things and their habitats 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 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.</p>