

Beyond the Learning Journey, pupils will follow National Curriculum Key stage 1 and 2

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425618/PRIMARY_national_curriculum_-_Science.pdf

All pupils will:-	Most pupils will:-	Some pupils will:-	A few pupils will:-
<p>SA1 Develop a heightening awareness of their own body through a range of activities e.g. Tacpac</p>	<p>SM1i Begin to recognise their own image</p> <p>SM1ii Find out about their own body showing increasing awareness of different body parts e.g. hands, feet, head, legs, arms, main facial features</p>	<p>SS1i Name different parts of the body and different parts of an animal eg legs, arms, head, eyes, nose, mouth, ears etc</p> <p>SS1ii Show an awareness that healthy eating and exercise is good for you</p>	<p>SF1i Identify which part of the body is associated with each sense</p> <p>SF1ii Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>
<p>SA2 Explore the effect of their own actions on their environment including repeating positive actions.</p>	<p>SM2 Begin to know that actions cause an effect eg pushing the door will open it</p>	<p>SS2 Begin to show an awareness that objects can move at different speeds, change direction and start and stop (link to travel training , road safety, bikes)</p>	<p>SF2i Describe simple features of objects and living things and communicate what they observe in simple ways such as talking about them, through drawings and simple charts.</p> <p>SF2ii Actively explore changes in speed and direction, moving themselves and objects in a controlled way (link to travel training, road safety, bikes etc...)</p>
<p>SA3 Experience/encounter a range of objects and activities within their immediate environment using all their senses.</p>	<p>SM3i Explore their immediate environment, encountering living things e.g. plants, mini-beasts</p> <p>SM3ii Have the opportunity to explore and respond to nature within setting and in new environments (trips</p>	<p>SS3i Identify groups of living things e.g. Grouping farm animals, woodland animals)</p> <p>SS3ii Demonstrate an awareness that all living things eat, drink, breathe and grow</p>	<p>SF3i Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>SF3ii Identify and name a variety of common wild and garden plants,</p>

		<p>SS3iii Identify and name a variety of common wild and garden plants</p> <p>SS3iv Identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>including deciduous and evergreen trees</p> <p>SF3iii Identify and describe the basic structure and function of different parts of a variety of common flowering plants, including trees.</p> <p>SF3iv Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>SF3v 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</p> <p>SF3vi Create simple food chains for a variety of habitats.</p> <p>SF3vii Observe and begin to comment on the growth of seeds/bulbs into mature plants in different conditions. (e.g. cress, beans, roots, shoots, sunflowers)</p>
<p>SA4 Experience and encounter changes in light and sound</p>	<p>SM4i Explore light and dark e.g. in the light room, through stories etc...</p> <p>SM4ii Explore different sources of light and sound in their environment e.g. Lamps, torches, lights, Big Macs, radio, CD player and show an awareness of how they turn on and turn off</p>	<p>SS4i Show awareness that during the day it is light and during the night it is dark</p> <p>SS4ii Experiment with, and respond to light and sound from a range of sources</p>	<p>SF4 Recognise that sound and light come from a variety of sources and begin to name some sources they use in their everyday life (torch, microphone, speakers, lamp) .</p>

SA5 Experience different types of weather e.g. feeling rain on face.	SM5 Recognise and identify different weathers.	SS5 Sort weather and clothing to different seasons	SF5 Compare and sort changes including day length and weather according to seasons
SA6 Be exposed to simple scientific language	SM6 Begin to use simple scientific language.	SS6 Ask people questions using simple scientific language, with help.	SF6 Begin to use simple secondary sources to find answers.
	<p>SM7i Demonstrate an awareness of and name common animals e.g. pets, farm</p> <p>SM7ii Match animals to their offspring e.g. puppy matches dog.</p> <p>SM7iii Match an animal to it's habitat from a selection of two choices e.g. sea/field.</p> <p>SM7iv Experience caring for living things e.g. watering seeds, feeding a pet</p>	<p>SS7i Sort according to the criteria alive and not alive. E.g. toaster and cat.</p> <p>SS7ii Sort living things according to different habitats.</p> <p>SS7iii Identify the types of food that some living things may eat. (e.g. cat/mouse)</p> <p>SS7iv Understand how plants need water, light and a suitable temperature to grow and stay healthy</p>	SF7 Explore and compare the difference between things that are living, dead and things that have never been alive. (e.g. cat, sausages, toaster)
	SM8 Explore moving themselves and objects by pushing and pulling	SS8 Explore moving themselves and objects by pushing and pulling and respond to questions about this.	
	SM9 Should use simple features to compare objects, materials and living things, with help.	SS9 Should use simple features to compare objects, materials and living things.	SF9 Begin to suggest features that can be compared for objects, materials and living things.
	SM10 Decide how to sort and group objects, materials and living things, with help.	SS10 Decide how to sort and group objects, materials and living things.	SF10 Decide, giving simple reasons, how to sort and group objects, materials and living things.
	SM11 Observe changes over time.	SS11 Begin to notice patterns and relationships.	SF11 Use their observations and ideas to suggest answers to question
	SM12i Explore, manipulate and begin to respond to a range of objects, both natural and	SS12i Name some common materials eg wood, glass, plastic, paper, metal, fabric	SF12i Describe and compare a range of properties they observe in relation to everyday materials and communicate observations in terms

	<p>manmade using all of their senses e.g. food, fabrics</p> <p>SM12ii Explore a variety of materials (both indoor and out) by mixing, cooking, melting, freezing</p>	<p>SS12ii Describe, compare and group objects according to their physical properties and match what they are used for e.g. hard/soft, used for...</p> <p>SS12iii Show an awareness of what may happen when everyday food and liquids are heated and cooled eg water, chocolate</p>	<p>of their properties such as texture or appearance.</p> <p>SF12ii Identify the materials that different objects are made out of and compare their suitability for different purposes.</p>
		SS13 Begin to perform simple tests, with help.	SF13 Perform simple tests more independently
		SS14 Begin to use simple measurements and equipment, eg: hand lenses and egg timers to gather data	<p>SF14i Gather and record data to help in answering questions.</p> <p>SF14ii Record and communicate their findings in a range of ways, with help.</p>
		SS15 To show an awareness that some appliances will only work by electricity	
		SS16 With support follow safety routines	

National Curriculum

ARE Yr3 and 4:

- Begin to use a range of equipment, including thermometers and data loggers.
- Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.

Generics:

- Ask simple questions and recognise they can be answered in different ways.
- Make close observations using simple equipment.
- Identify and classify.