



Dormansland Primary School Science Skills Overview – KS1



	EYFS	Year 1 and Year 2
Seasonal Changes	- 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. - Children know that the environment and living things are influenced by human activity. They can describe some actions, which people in their own community 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. They are familiar with basic scientific concepts such as floating, sinking, experimentation.	- Can they observe changes across the four seasons? - Can they name the four seasons in order? - Can they observe and describe weather associated with the seasons? - Can they observe and describe how day length varies? - Can they observe features in the environment and explain that these are related to a specific season? - Can they observe and talk about changes in the weather? - Can they talk about weather variation in different parts of the world?

Plants	- 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. - Children know that the environment and living things are influenced by human activity. They can describe some actions, which people in their own community 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. They are familiar with basic scientific concepts such as floating, sinking, experimentation.	- Can they name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant? - Can they identify and name a range of common plants and trees? - Can they recognise deciduous and evergreen trees? Can they name the trunk, branches and root of a tree? - Can they describe the parts of a plant (roots, stem, leaves, flowers)? - Can they name the main parts of a flowering plant?	- Can they describe what plants need to survive? - Can they observe and describe how seeds and bulbs grow into mature plants? - Can they find out & describe how plants need water, light and a suitable temperature to grow and stay healthy? Can they describe what plants need to survive and link it to where they are found? - Can they explain that plants grow and reproduce in different ways? - Can they identify and describe the functions of different parts of flowering plants? (roots, stem/trunk, leaves and flowers)? - Can they explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow)? - Can they explain how they vary from plant to plant? - Can they investigate the way in which water is transported within plants? - Can they explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal?
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Animals including Humans		• Can they point out some of the differences between different animals? Can they sort photographs of living things and non-living things? • Can they identify and name a variety of common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates) Can they describe how an animal is suited to its environment? • Can they identify and name a variety of common animals that are carnivores, herbivores and omnivores? Can they name the parts of the human body that they can see? - Can they draw & label basic parts of the human body? - Can they identify the main parts of the human body and link them to their senses? - Can they name the parts of an animal's body? - Can they name a range of domestic animals? - Can they classify animals by what they eat? (carnivore, herbivore, omnivore) Can they compare the bodies of different animals? - Can they begin to classify animals according to a number of given criteria? Can they point out differences between living things and non-living things?	• Can they describe what animals need to survive? Can they explain that animals grow and reproduce? Can they explain why animals have offspring which grow into adults? Can they describe the life cycle of some living things? (e.g. egg, chick, chicken) Can they explain the basic needs of animals, including humans for survival? (water, food, air) Can they describe why exercise, balanced diet and hygiene are important for humans? Can they explain that animals reproduce in different ways? •
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Classifying and grouping materials		• Can they distinguish between an object and the material from which it is made? Can they describe materials using their senses?	• Can they describe the simple physical properties of a variety of everyday materials? Can they compare

		• Can they describe materials using their senses, using specific scientific words? Can they explain what material objects are made from? • Can they explain why a material might be useful for a specific job? • Can they name some different everyday materials? e.g. wood, plastic, metal, water and rock given criteria? • Can they describe things that are similar and different between materials? • - Can they explain how solid shapes can be changed by squashing, bending, twisting and stretching? - Can they explain what happens to certain materials when they are heated, e.g. bread, ice, chocolate? - Can they explain what happens to certain materials when they are cooled, e.g. jelly, heated chocolate?	• and group together a variety of materials based on their simple physical properties? • Can they describe the properties of different materials using words like, transparent or opaque, flexible, etc.? • Can they sort materials into groups and say why they have sorted them in that way? Can they say which materials are natural and which are man-made?
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Changing Materials			• Can they explore how the shapes of solid objects can be changed? (squashing, bending, twisting, stretching) • Can they find out about people who developed useful new materials? (John Dunlop, Charles Macintosh, John McAdam) • Can they identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses? • Can they explain how things move on different surfaces? • Can they explain how materials are changed by heating and cooling? • Can they explain how materials are changed by bending, twisting and stretching?
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Living Things and Habitats			• Can they match certain living things to the habitats they are found in? • Can they explain the differences between living and non-living things? • Can they describe some of the life processes common to plants and animals, including humans? • Can they decide whether something is living, dead or non-living? • Can they describe how a habitat provides for the basic needs of things living there? • Can they describe a range of different habitats? • Can they describe how plants and animals are suited to their habitat? • Can they name some characteristics of an animal that help it to live in a particular habitat? • Can they describe what animals need to survive and link this to their habitats?