



Fen Ditton C. P. School

Science Coverage for Reception and Year 1
2020 - 2021
National Curriculum/Milestone 1 Statements



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Science Coverage	<p>Ourselves</p> <p>Naming body parts and their uses</p> <p>Naming and investigating the senses</p>	<p>Seasonal Change – Autumn</p> <p>Light and Dark</p> <p>Identifying and naming light sources</p>	<p>Seasonal Change - Winter</p> <p>Floating and Sinking</p> <p>Absorbency</p>	<p>Seasonal Change - Spring</p> <p>Materials – naming and describing</p> <p>Magnetism</p>	<p>Seasonal Change – Summer</p> <p>Plants and Growing</p> <p>Naming simple parts of a plant</p>	<p>Animals, Mini-beasts and Habitats</p> <p>Investigating the woodland/ pond area</p>
Possible Investigation Ideas	<p>Identifying different flavours e.g. salty, sweet and sour.</p> <p>Investigating the basic differences and similarities between people e.g. eye colour, foot size – are all feet the same size?</p>	<p>Do all materials that reflect light?</p> <p>Identifying seasonal change in the local environment.</p> <p>Naming, sorting and classifying found natural resources</p>	<p>How can we slow down the rate at which ice melts?</p> <p>What is the best material for Paddington’s new raincoat?</p>	<p>Are all materials magnetic?</p> <p>Sorting and classifying materials by type and simple properties in the local environment</p>	<p>What does a plant need to grow? Plan, and set up growing a plant from seed</p> <p>What happens when plants have no water or light?</p>	<p>Observing and recording how butterflies grow and change</p> <p>Mapping where woodland creatures are found</p> <p>Pond dipping</p>

1½ - 2 hour weekly sessions.	Term 1	Term 2	Term 3	Continuous Provision (Working Scientifically)
Week 1	<p>Plants</p> <p>Introduce the names and images of wild and garden plants.</p>	<p>Milestone 1 (Basic) Plants</p> <p>Introduce the structure of flowering plants.</p>	<p>Milestone 1 (Basic) Living Things and Their Habitats</p> <p>Investigate and compare the differences between things that</p>	<p>By growing seeds, bulbs and vegetables throughout the year:</p>

			are living, that are dead and have never been alive.	<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, a suitable temperature to grow and stay healthy. <p>In PE lessons:</p> <ul style="list-style-type: none"> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Through experiment tables set up at various points throughout the year:</p> <ul style="list-style-type: none"> Notice how things move, using simple comparisons such as faster and slower. Compare how different things move. <p>Through a 'daily dashboard' looking at weather and the signs of the season:</p>
Week 2	Plants Introduce the names and images of evergreen and deciduous trees.	Milestone 1 (Basic) Plants Introduce the structure of trees.	Milestone 1 (Basic) Living Things and Their Habitats Investigate the basic needs of animals and humans.	
Week 3	Animals, including Humans Introduce the names and images of birds, fish, amphibians, reptiles, mammals and invertebrates (Lesson 1).	Animals, including Humans Introduce the groups: Carnivore, Herbivore and Omnivore.	Milestone 1 (Basic/Advancing) Living Things and Their Habitats 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 (Lesson 1).	
Week 4	Animals, including Humans Introduce the names and images of birds, fish, amphibians, reptiles, mammals and invertebrates (Lesson 2).	Animals, including Humans Describe and compare the structure of: birds, fish, amphibians, reptiles, mammals and invertebrates.	Milestone 1 (Basic/Advancing) Living Things and Their Habitats 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 (Lesson 2).	
Week 5	Animals, including Humans Introduce parts of the human	Milestone 1 (Basic) Animals, including Humans	Milestone 1 (Basic/Advancing) Living Things and Their Habitats	

	body and associate parts of the body with the five senses.	Describe the offspring and growth of animals and humans into adulthood. Identify how humans resemble their parents in many features.	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 (Lesson 3).	<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. • Observe the apparent movement of the sun throughout the day. <p>Year 1 Working Scientifically National Curriculum Statements:</p> <ul style="list-style-type: none"> • Ask simple questions and recognising that they can be answered in different ways observing closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use their observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions.
Week 6	<p>Everyday Materials</p> <p>Introduce a range of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>Distinguish between an object and the material from which it is made (and in doing so, identify and compare the uses of a variety of everyday materials.)</p>	<p>Everyday Materials</p> <p>Describe the simple properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Milestone 1 (Basic) Everyday Materials</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	
Week 7	<p>Milestone 1 (Basic) Light and Seeing</p> <p>Observe and name a variety of sources of light.</p>	<p>Milestone 1 (Basic) Light and Seeing</p> <p>Explain that we see sources of light because the light travels from the source to our eyes.</p>	<p>Milestone 1 (Advancing) Light and Seeing</p> <p>Experiment with ways to block light and make shadows.</p>	
Week 8	<p>Milestone 1 (Basic) Sound and Hearing</p> <p>Observe and name a variety of sources of sound, noticing we hear with our ears.</p>	<p>Milestone 1 (Basic) Sound and Hearing</p> <p>Discriminate between different sounds.</p>	<p>Milestone 1 (Basic) Sound and Hearing</p> <p>Discriminate between similar sounds.</p>	

Week 9	Milestone 1 (Basic) Electrical Circuits Identify common appliances that run on electricity.	Milestone 1 (Basic) Electrical Circuits Experiment with simple series circuits.	Milestone 1 (Basic) Electrical Circuits Experiment with simple series circuits.	
Week 10	Milestone 1 (Basic) Electrical Circuits Construct a simple series-circuit.	Consolidation Week	Consolidation Week	
Possible Investigation Ideas	Autumn Term		Spring Term	Summer Term