



End Points in Science Cycle A

The table below shows the key knowledge learned in each unit of Cycle A. This is consolidated during this and the following year (Cycle B). The medium-term planning for each unit includes careful sequencing of key facts (substantive knowledge) and skills (declarative knowledge) enables our pupils to know more, do more and remember more.

We build retrieval activities into each unit to help the children practice recalling knowledge and vocabulary. This helps keep knowledge 'warm' and accessible.

This table does not show the activities children will be involved in, or the full range of vocabulary and skills taught. Please refer to separate documents for this information; vocabulary progression for each unit, skills coverage for each Cycle. The information below is the knowledge we expect them to transfer into their long-term memories, as building blocks for future learning.

| | Reception (all years) | Year 1 CYCLE A | Year 2 CYCLE A |
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| Ongoing KS1 Topic – throughout the year | To explore the natural world around them and describe what they see, hear and feel while outside. To know some of the effects of changing seasons on the natural world around them and upon themselves, and to talk about them. | Weather and Seasons To observe and describe the weather. To know why weather is important for all living things. To know that seasons have different characteristics. To use correct vocabulary. | Weather and Seasons As for Y1 and also: To know that day length varies according to the seasons. |
| Autumn 1 | Me and My Family To name and describe themselves and their family, noticing similarities and differences. To use their senses to explore the world around them. To name and locate basic parts of the body. | Healthy Humans To know the differences between things that are living and non-living, and have never been alive. To understand what animals need to stay healthy and survive, and the consequences of an unhealthy diet. To know the basic structure of the human body. To use correct vocabulary. | |
| Autumn 2 | Food and Farms To learn to respect living things and the natural environment. To talk about what they see using a wide vocabulary. To know that living things change, grow, & reproduce To know that the food that we eat is | Everyday Materials To know the difference between an object and the material it is made from. To name and identify a range of everyday materials: wood, metal, plastic, glass, stone, fabric, paper. To use correct vocabulary to describe their properties. To know that we must take care of precious resources. | Uses of everyday materials As for Y1 and also: To understand why certain materials are suitable for particular uses. |

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| | important to keep our bodies healthy | | |
| Spring 1 | Materials and Forces* (Toys in the Past) To use their senses to explore the world around them. To name and describe some common materials. To explore how things work or move. To explore the different forces they can feel. | Forces To know that forces are what makes non-living things move, change direction, speed up, slow down, and stop. To know the difference between push, pull, twist, To use correct vocabulary. | |
| Spring 2 | Plants and Growth* (Farncombe) To know that some things are alive and some are not. To know that living things change and grow. To notice change over time when growing plants from seed; lifecycles. To know and describe how humans change and grow. | Plants 1 To understand what plants need to grow and survive. To identify and describe the basic structure of mature plants. To know the importance of plants for our planet. | |
| Summer 1 | Minibeasts* (The King) To learn to respect living things and the natural environment. To explore the natural world around them and describe what they see outside. | Lifecycles To know that all living things reproduce, and that their lifecycles can be very different. To know that living things change and grow in different ways, and need different conditions to do so. | |
| Summer 2 | Habitats* (Parks & playgrounds) To recognize that some environments are very different to the one in which they live. To describe similarities and differences and the effect they have on living things. | Plants 2 To identify and name a range of plants. | |

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| | | Sound Y1 To know that sound comes from a source and travels to our ears. To know how sound can be important for safety and communication. | Electricity Y2 To know that electricity is a very important source of energy and must be used safely. To know that we should not waste any resources including electricity. |
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