



## Science Disciplinary knowledge across topics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<b>Autumn</b> *make observations about things they see around them *identify some similarities and differences between the natural world around me and contrasting environments, drawing on their experiences and what has been read in class *explore the natural world around them, making observations and drawing pictures of plants and animals.	<b>Healthy eating- make smoothies</b> *make observations about things they see around them *make choices when performing simple identifying and classifying	<b>Polar Habitat</b> *identify some similarities and differences between the natural world around me and contrasting environments, drawing on their experiences and what has been read in class	<b>Different materials to make houses</b> • make observations about things they see around them • conduct guided investigations with supervision • make choices when performing simple identifying and classifying • make suggestions about how things work based on their own observations • use basic observations to help answer questions with help from the teacher *make some comparison between objects or living things	<b>Growing plants On the farm-growing animals</b> • ask simple questions about the world around them • make some predictions about living things based on prior knowledge *make some comparison between objects or living Things • use basic observations to help answer questions with help from the teacher • explore the natural world around them, making observations and drawing pictures of plants and animals.	<b>Under the sea Summer</b> *make choices when performing simple identifying and classifying • make some comparison between objects or living things • make some predictions about living things based on prior knowledge • explore the natural world around them, making observations and drawing pictures of plants and animals. • identify some similarities and differences between the natural world

					<ul style="list-style-type: none"> <li>• identify some similarities and differences between the natural world around me and contrasting environments, drawing on their experiences and what has been read in class</li> </ul>	around me and contrasting environments, drawing on their experiences and what has been read in class
Reception	<p>Growing (babies) Healthy eating Learn how seasons changes over time.</p> <p>*make some comparison between objects or living things</p> <ul style="list-style-type: none"> <li>• make some predictions about living things based on prior knowledge</li> <li>• ask simple questions about the world around them</li> </ul> <p>*use basic observations to help answer questions with help from the teacher</p>	<p>Woodland Explore colour, light, reflection and shadows.</p> <p>*explore the natural world around them, making observations and drawing pictures of plants and animals.</p> <ul style="list-style-type: none"> <li>• identify some similarities and differences between the natural world around me and contrasting environments, drawing on their experiences and what has been read in class</li> </ul>	<p>Winter hot/ cold</p> <p>*explore the natural world around them, making observations and drawing pictures of plants and animals.</p> <ul style="list-style-type: none"> <li>• identify some similarities and differences between the natural world around me and contrasting environments, drawing on their experiences and what has been read in class</li> <li>• ask simple questions about the world around them</li> </ul>	<p>Spring</p> <p>*explore the natural world around them, making observations and drawing pictures of plants and animals.</p> <ul style="list-style-type: none"> <li>• identify some similarities and differences between the natural world around me and contrasting environments, drawing on their experiences and what has been read in class</li> <li>• ask simple questions about the world around them</li> </ul>	<p>Habitats</p> <p>*make choices when performing simple identifying and classifying</p> <p>*explore the natural world around them, making observations and drawing pictures of plants and animals.</p> <ul style="list-style-type: none"> <li>• identify some similarities and differences between the natural world around me and contrasting environments, drawing on their experiences and what</li> </ul>	<p>Float and sink</p> <p>*make choices when performing simple identifying and classifying</p> <ul style="list-style-type: none"> <li>• ask simple questions about the world around them</li> <li>• ask teachers or adults within school about things they observe</li> <li>• make observations about things they see around them</li> <li>• conduct guided investigations with supervision</li> </ul>

		<p>make observations about things they see around them</p> <ul style="list-style-type: none"> <li>• conduct guided investigations with supervision</li> <li>• make choices when performing simple identifying and classifying</li> </ul>			<p>has been read in class</p> <ul style="list-style-type: none"> <li>• ask simple questions about the world around them</li> </ul>	
Year 1	<p><b>Sound</b></p> <ul style="list-style-type: none"> <li>*perform simple identifying and classifying, grouping task using basic observations</li> <li>*observe closely, using simple equipment.</li> <li>*use observations and ideas to suggest answers to questions, using simple sentences to describe the answer</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>*perform simple identifying and classifying, grouping task using basic observations</li> <li>*ask simple questions and recognise that they can be answered in different ways(fair tests, comparative tests, observation over time, research, pattern seeking)</li> <li>*observe closely, using simple equipment</li> <li>*perform simple tests to investigate the answer to a given question</li> <li>*use observations and ideas to suggest answers to</li> </ul>	<p><b>Building things</b></p> <ul style="list-style-type: none"> <li>*use observations and ideas to suggest answers to questions, using simple sentences to describe the answer</li> <li>* ask simple questions and recognise that they can be answered in different ways(fair tests, comparative tests, observation over time, research, pattern seeking)</li> <li>*perform simple tests to investigate the answer to a given question</li> <li>*observe closely, using simple equipment.</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>* ask simple questions and recognise that they can be answered in different ways (fair tests, comparative tests, observation over time, research, pattern seeking)</li> <li>perform simple identifying and classifying, grouping task using basic observations</li> <li>*use observations and ideas to suggest answers to questions, using simple sentences to describe the answer</li> <li>*observe closely, using simple equipment.</li> </ul>	<p><b>Seasons and change</b></p> <ul style="list-style-type: none"> <li>*gather and record data to help in answering questions, using given tables or data formats</li> <li>*perform simple identifying and classifying, grouping task using basic observations</li> <li>*use observations and ideas to suggest answers to questions, using simple sentences to describe the answer</li> <li>* observe closely, using simple equipment.</li> <li>*perform simple tests to investigate the answer to a</li> </ul>	<p><b>The animal kingdom</b></p> <ul style="list-style-type: none"> <li>* perform simple identifying and classifying, grouping task using basic observations</li> <li>* use observations and ideas to suggest answers to questions, using simple sentences to describe the answer</li> </ul>

		questions, using simple sentences to describe the answer		*gather and record data to help in answering questions, using given tables or data formats	given question	
Year 2	<b>Human lifestyle</b> * perform simple identifying and classifying, grouping using basic observations *perform simple tests to investigate the answer to a given question *give basic conclusions with simple reasoning *use observations and ideas to suggest answers to questions, using simple sentences to describe the answer to a question	<b>Space</b> * use observations and ideas to suggest answers to questions, using simple sentences to describe the answer to a question *research the answers to questions using books, tablets or computers *ask simple questions and recognise that they can be answered in different ways (fair tests, comparative tests, observation over time, research, pattern seeking)	<b>Changing materials</b> • observe closely, using simple equipment *perform simple tests to investigate the answer to a given question give basic *conclusions with simple reasoning * ask simple questions and recognise that they can be answered in different ways (fair tests, comparative tests, observation over time, research, pattern seeking) *gather and record data to help in answering questions, using given tables or data formats	<b>Mixing and making</b> * ask simple questions and recognise that they can be answered in different ways (fair tests, comparative tests, observation over time, research, pattern seeking) * observe closely, using simple equipment *perform simple tests to investigate the answer to a given question * use observations and ideas to suggest answers to questions, using simple sentences to describe the answer to a question	<b>Extraordinary scientists</b> * research the answers to questions using books, tablets or computers * perform simple tests to investigate the answer to a given question *use observations and ideas to suggest answers to questions, using simple sentences to describe the answer to a question	<b>Habitat</b> *perform simple identifying and classifying, grouping using basic observations • begin to group using prior knowledge • research the answers to questions using books, tablets or computers *give basic conclusions with simple reasoning

			drawing own tables, deciding how to record			
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