

**Eveline Day School**  
**Developing Young Scientists**  
**Knowledge, Skills and Vocabulary**  
**Key Stage 1**

<b>Strands</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Plants</b>	<ul style="list-style-type: none"> <li>• Identify and name at least five common wild and garden plants</li> <li>• Identify and name at least five deciduous and/or evergreen trees</li> <li>• The basic structure of a variety of common flowering plants and trees (e.g. roots, trunk, stem, flower, canopy etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and describe how seeds and bulbs grow into mature plants</li> <li>• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>
<b>Animals including Humans</b>	<ul style="list-style-type: none"> <li>• Identify and name at least 15 common animals including, fish, amphibians, reptiles, birds and mammals</li> <li>• Identify and name at least 5 common animals each that are carnivores, herbivores and omnivores</li> <li>• Describe the structure of a variety of common animals (e.g. fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>• Compare the structure of a variety of common animals (e.g. fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>• Identify and name the basic parts of the human body</li> <li>• Draw and label the basic parts of the human body</li> <li>• Say which parts of the human body are associated with which sense</li> </ul>	<ul style="list-style-type: none"> <li>• Notice that animals, including humans, have offspring which grow into adults</li> <li>• Find out about and describe the basic needs of animals, including humans, for survival (food, water and air)</li> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>

<b>Everyday materials (Y2 – Uses of...)</b>	<ul style="list-style-type: none"> <li>• Distinguish between an object and the material it is made from</li> <li>• Know the names of a variety of everyday materials, including wood, plastic, glass, metal, water and rock and be able to identify them</li> <li>• Know and be able to describe the simple physical properties of a variety of everyday materials</li> <li>• Compare and group together a variety of everyday materials based on their simple physical properties</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>
<b>Seasonal Changes</b>	<ul style="list-style-type: none"> <li>• Name the four seasons</li> <li>• Observe the key changes across the four seasons</li> <li>• Describe the weather associated with the seasons</li> <li>• Describe how the day length varies with the seasons</li> </ul>	
<b>Living things and their habitats</b>		<ul style="list-style-type: none"> <li>• Know, explore and compare the differences between things that are living, dead and things that have never been alive</li> <li>• Know that most living things live in habitats to which they are suited</li> <li>• Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>• Identify the name of a variety of plants and animals in their habitats, including micro-habitats</li> <li>• Know and be able to describe how animals obtain their food from plants and other animals, including the idea of a simple food chain</li> <li>• Identify and name different sources of food</li> </ul>