KS1 Science
Stay and Learn – March'25

BRITISH SCIENCE WEEK
7 – 16 March 2025

Great Sankey Primary School

'Together We Learn and Grow'

PART OF THE CHALLENGE ACADEMY TRUST | SERVE | CHALLENGE | EMPOWER

THE CHALLENGE ACADEMY TRUST C/O BRIDGEWATER HIGH SCHOOL, BROOMFIELDS ROAD, WARRINGTON, WA4 3AE • COMPANY#: 10689247 • VAT#: 296154966

Welcome!

Today we hope to:

- **Provide you with some information as to what the science curriculum looks like for your children in KS1.**
- **Explain to you how we teach science at Great Sankey Primary School .**
- **Give you some ideas as to how you can support your child with their science learning and understanding at home.**
- **Offer an insight into what aspects of science can look like in school.**
- **No planned fire drills.**
- **Use of mobile phones not allowed due to safeguarding policies in place.**

The National Curriculum – KS1

Working scientifically

Statutory requirements

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

The National Curriculum For Science in KS1 builds upon the children's learning in the EYFS under the key area of 'Understanding the World'.

It's a subject where children are encouraged to be inquisitive, ask questions and learn about the world around them.

The 'Working Scientifically' aims underpin the practical Science that children will cover across Years 1 and 2.

National Curriculum

I can recognise that questions can be answered in different ways.

I can observe closely.

I can compare things by sorting and grouping them.

I can ask simple questions.

Working Scientifically at Key Stage 1

I can use simple equipment to make measurements.

I can perform simple tests.

I can use simple scientific language.

I can gather and record simple data in different ways.

I can talk about what I have found out.

We teach topics across a two-year cycle at GSP due to our mixed age range classes:

CYCLE A

AUTUMN	SPRING	SUMMER
ANIMALS INCLUDING HUMANS Pupils should be taught to: • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and	**EVERYDAY MATERIALS** Pupils should be taught to: • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials	**LIVING THINGS & THEIR HABITATS** Pupils should be taught to: • explore and compare the differences between things that are living, dead, and things that have never been alive • 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 • identify and name a variety of plants and animals in their habitats, including micro-habitats

Seasonal Change Studied Across The Year

Including: Seasonal Changes **Observe changes across the four seasons** Autumn (2 weeks at end of September) Winter (last week in December)	**Including:** Seasonal Changes **Observe changes across the four seasons** Winter (first week in January) Spring (last week of March/ first week of April)	• describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. **Including:** Seasonal Changes **Observe changes across the four seasons** Summer (2 weeks in June)

CYCLE B

AUTUMN	SPRING	SUMMER
ANIMALS Pupils should be taught to: • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) **Including:** Seasonal Changes **Observe and describe weather associated with the seasons and how day length varies.** Autumn (2 weeks at end of September) Winter (last week in December)	**EVERYDAY MATERIALS** Pupils should be taught to: • compare and group together a variety of everyday materials on the basis of their simple physical properties. • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. **Including:** Seasonal Changes **Observe and describe weather associated with the seasons and how day length varies.** Winter (first week in January) Soring (last week of March/ first week of April)	**PLANTS** Pupils should be taught to: • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees. • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. **Including:** Seasonal Changes **Observe and describe weather associated with the seasons and how day length varies.** Summer (2 weeks in June)

Working Scientifically objectives span across the two years that children spend Key Stage 1. Some topics lend themselves to objectives more than others.

How is Science taught at GSP?

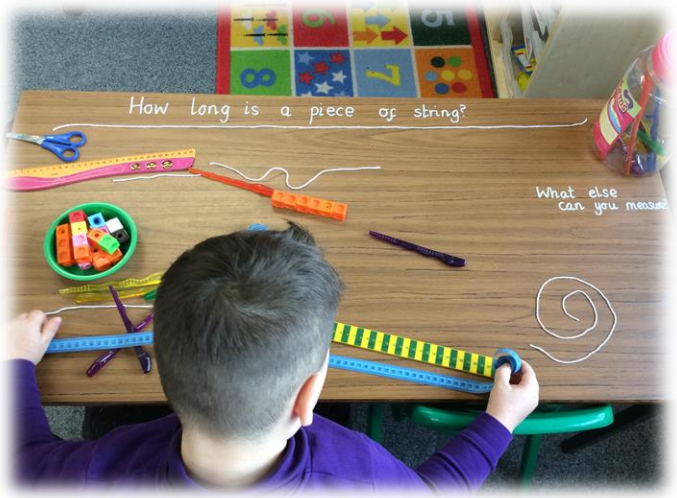
- When we start each unit of learning, we retrieve all relevant prior knowledge from our time in either the previous year or the EYFS using various retrieval tasks – e.g. quizzing, true/false statements, odd one out picture tasks etc.

- We address any misconceptions at this point - before we build on their current understanding with new learning.

How is Science taught at GSP?

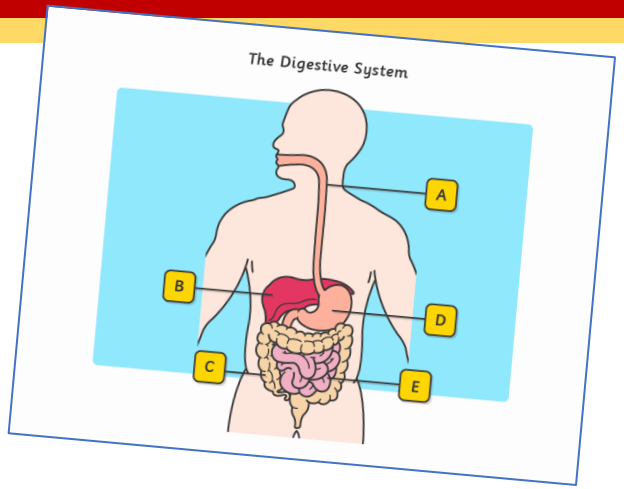
- We deliver the knowledge content set by the National Curriculum through a series of carefully sequenced lessons which incorporate the practical enquiry sessions necessary to cover the Working Scientifically objectives.

- We use various resources to aid the children's understanding including video clips, actual resources, books and Ipads. We also use the range of Science resources we have in school – minibeast finders, magnifiers etc.



- The children are asked to think like scientists, work like scientists and record like scientists.

How is Science assessed at GSP?



- Assessment takes place every day, every lesson as a part of the teaching cycle. Lots of this is done practically or through the lesson activities the children complete.

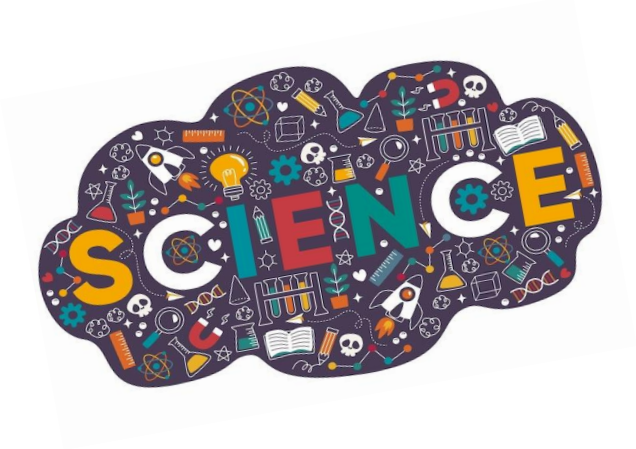
- At the end of Key Stage 2 when children finish their time at Primary School, teachers make a judgement as to whether the children have achieved the Expectations in Science and understand the content that has been delivered.

How can families support at home?

- Help your child learn about the world around them by talking to them about Science in the home and out in Nature - e.g steam from the kettle, condensation, rainbows, animal habitats etc.

- Ask your children to explain what they have been learning about in their science lessons.

- Help them to explain any scientific vocabulary accurately.



- Visit our Science section on the school website and look at the different Science resources available online.

Places To Visit

Questions & Classroom Visits