

St Margaret’s CVA

Science Cycle A Coverage Reception Year 1 and Year 2

Mixed age curriculum overview 2026 to 2027

Curriculum organisation.

Cycle A teaches the six Kapow Year 2 units to Years 1 and 2. This is appropriate for the transition to a Reception/Year 1/Year 2 class because the current Year 2 cohort completed the Year 1 sequence last year. Current Year 1 pupils will complete the Year 1 sequence in Cycle B, ensuring full KS1 coverage over two years.

Reception entitlement.

Reception follows the EYFS Kapow sequence: Animal Adventures in autumn, I Am a Scientist in spring and Our Beautiful Planet in summer. Changing Seasons is revisited throughout the year. Reception children join suitable shared experiences while teaching and assessment remain rooted in Development Matters and the Early Learning Goals.

Term	Reception EYFS	Year 1 and 2 Cycle A Kapow Year 2 unit	Coverage and essential knowledge	Working scientifically	Key vocabulary	Assessment evidence
Autumn 1	Animal Adventures. Explore animals and where they live; compare living things and habitats; sort using observable features.	Living Things: Habitats.	KS1 knowledge. Living, dead and never alive; habitats meet needs; plants and animals depend on one another; simple food chains.	Skills. Ask questions; identify and classify; observe closely; gather and record information; explain using observations.	alive, dead, never alive, habitat, depend, shelter, basic needs, food chain, energy, predator, prey	Reception observations, talk and sorting. KS1 classification explanations, habitat comparisons and simple food-chain evidence.
Autumn 2	Animal Adventures and continuous provision. Describe minibeasts and animal homes; notice similarities and differences; investigate the immediate environment.	Living Things: Microhabitats.	KS1 knowledge. A microhabitat is a small habitat; conditions affect what lives there; identify plants and animals in local habitats.	Skills. Ask answerable questions; use simple equipment; survey, tally and record; classify; look for patterns and communicate findings.	microhabitat, minibeast, habitat, conditions, shelter, alive, plant, animal, identify, classify	Outdoor survey; labelled observations; tally or pictogram; oral or written explanation of why organisms suit a microhabitat.
Spring 1	I Am a Scientist. Explore pushes and pulls, floating and sinking, and changes caused by heating or cooling through practical enquiry.	Materials: Uses of Everyday Materials.	KS1 knowledge. Materials have properties that make them suitable for particular uses; some solid objects change shape when squashed, bent, twisted or stretched.	Skills. Ask questions; plan and perform simple comparative tests; observe closely; gather and record results; use evidence to answer questions.	material, object, property, suitable, flexible, elastic, rigid, waterproof, absorbent, squash, bend, twist, stretch	Reception practical talk and prediction. KS1 material-choice justification, test records and conclusions supported by observations.
Spring 2	I Am a Scientist and continuous provision. Continue simple enquiries; observe change over time; talk about what living things need and how people stay healthy.	Animals Including Humans: Life Cycles and Health.	KS1 knowledge. Animals have offspring that grow into adults; animals need water, food and air; exercise, balanced food and hygiene support human health.	Skills. Observe and measure change; sequence life cycles; gather and record data; compare results; suggest answers using evidence.	offspring, adult, life cycle, egg, live young, pupa, spawn, tadpole, survive, basic needs, exercise, hygiene, health	Sequencing and explanation; growth or exercise data; discussion of survival needs; healthy-choice task using scientific vocabulary.
Summer 1	Our Beautiful Planet. Explore plants outdoors; identify main parts; plant seeds; observe growth; describe how to care for plants and the environment.	Plants: Plant Growth.	KS1 knowledge. Seeds and bulbs grow into mature plants; plants need water, light and a suitable temperature to grow and remain healthy.	Skills. Set up a comparative test; observe over time; measure stem growth; record in tables or charts; compare results and draw a simple conclusion.	plant, seed, bulb, germinate, shoot, roots, stem, leaf, flower, growth, mature, light, water, temperature, healthy	Reception drawings and talk about change. KS1 plant diary, measurements, comparison of conditions and evidence-based conclusion.
Summer 2	Our Beautiful Planet and continuous provision. Care for the natural world; revisit plant parts and growth; distinguish natural and human-made objects and materials.	Making Connections: Plant-Based Materials.	KS1 knowledge. Apply learning about living things, plant needs and material suitability; recognise that some useful materials come from plants; consider reduce, reuse and recycle.	Skills. Apply prior knowledge; identify and classify; test materials; record results; select a suitable material; explain and evaluate a solution.	natural, human-made, plant-based, material, property, suitable, paper, absorbent, waterproof, reduce, reuse, recycle	Practical material test and design choice; explanation using results; review of knowledge retained across the Year 2 sequence.

Across the year.

Reception Changing Seasons: observe weather and seasonal change and consider effects on plants, animals and daily life. Seasonal observations also reinforce KS1 enquiry skills.

Coverage assurance.

Teachers retain assessment evidence from discussion, practical work, observations and recorded outcomes. Subject leadership checks that all statutory Year 2 content and KS1 working scientifically skills are taught and that Cycle B completes the Year 1 sequence.

Curriculum basis: National Curriculum in England Science Programmes of Study and Kapow Primary Science. Detailed lesson resources and copyrighted scheme materials are retained securely in school.

Science Cycle A Progression Inclusion and Implementation

Reception Year 1 and Year 2 mixed age class

The class shares meaningful scientific experiences while teaching, support and assessment are matched to each pupil's starting point. The rolling programme secures the full KS1 curriculum across two years and builds increasingly precise knowledge, vocabulary, enquiry and independence.

Phase	Starting points and curriculum	Teaching emphasis	Expected evidence and progression
Reception	Kapow EYFS units support Development Matters and progress towards the Natural World Early Learning Goal. Learning starts from children's interests, experiences and observations.	Play, talk, stories, sensory exploration, outdoor learning, sorting, noticing change and adult modelling of precise vocabulary. Children join selected whole-class experiences where developmentally appropriate.	Children explore the natural world, make and communicate observations, draw animals and plants, notice similarities and differences and describe important processes such as seasonal change and changes of state.
Year 1	Pupils access the shared Year 2 theme from their EYFS starting points. Teachers check and teach prerequisite ideas before new content. Year 1 pupils are not expected to meet Year 2 endpoints.	Concrete resources, explicit modelling, oral rehearsal, structured observation, supported recording and frequent retrieval. Expectations focus on secure foundations and growing confidence with KS1 working scientifically.	Pupils ask simple questions, observe, identify and sort, describe what they notice and record in accessible ways. Evidence shows movement from everyday language towards accurate scientific vocabulary.
Year 2	Pupils build on the Kapow Year 1 sequence completed last year and work towards the statutory Year 2 knowledge and KS1 working scientifically outcomes.	Retrieval of prior learning, increasingly independent enquiry, purposeful measurement and recording, comparison of evidence, explanation and application to unfamiliar contexts.	Pupils retain and connect essential knowledge, select suitable enquiry approaches, record and interpret findings and justify conclusions using observations, results and precise vocabulary.

Inclusive curriculum and adaptive teaching	Assessment vocabulary and retention
All pupils access the same ambitious science. Barriers are anticipated through first-hand experiences, accessible equipment, visuals, explicit modelling, pre-taught vocabulary, chunked instructions and supported rehearsal. SEND, EAL and disadvantaged pupils may show learning through talk, photographs, sorting, diagrams, practical demonstration or supported recording. Pace, equipment and adult support reflect individual plans and sensory or physical needs. Higher prior attainers deepen learning through independence, justification, pattern seeking and application rather than extra content.	Assessment is woven through each unit using retrieval questions, discussion, observation of practical work, drawings, labelled diagrams, sorting and classification, tables, charts and short explanations. Teachers identify misconceptions and adjust teaching promptly. Key vocabulary is introduced explicitly, displayed, modelled in context and revisited through speaking, reading and writing. End-of-unit evidence is considered alongside pupils' explanations and practical competence; no single written task is used in isolation.
Enrichment and wider opportunities. Outdoor investigations, the school grounds, seasonal observations, high-quality texts, practical problem solving and links with the local environment make science meaningful. Participation is planned so that cost, SEND or confidence do not restrict access.	Subject leadership and quality assurance. The subject leader checks planning against this map, samples pupils' work and discussions, reviews vocabulary and assessment evidence, and speaks with pupils and staff. Monitoring evaluates curriculum coverage, retention, progression and the participation and achievement of different pupil groups. Findings inform support, resources and future planning.

Cycle B teaches the Kapow Year 1 sequence. Teachers continue to revisit and deepen relevant ideas so that knowledge and working scientifically skills develop cumulatively across KS1.