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The comparisons detailed in the document, compare the current 2000 Science Curriculum with the master version of the 2014 Science Curriculum that was published by the DoE in September 2013.

Top 10 KS1 Science Curriculum Changes At A Glance

1) The "SC1 - Scientific Enquiry" section from the 2000 curriculum has been renamed "Working Scientifically" in the 2014 curriculum.
2) The "SC2 - Life Processes & Living Things" section from the 2000 curriculum has been split out into "Animals including humans", "Plants" and "Living things and their habitats" in the new 2014 curriculum.
3) The "SC3 - Materials and their properties" section from the 2000 curriculum has been split out into "Everyday materials" and "Uses of everyday materials" in the new 2014 curriculum.
4) All the "SC4 - Physical processes" LO's in the 2000 curriculum have been moved to KS2.
5) A new topic area called "Seasonal Changes" has been introduced in the new 2014 curriculum.
6) The 2000 curriculum "SC1 - Scientific enquiry" Learning Objective (LO) regarding "fair and unfair tests" has been moved to KS2.
7) The 2000 curriculum "SC3 - Materials and their properties" LO regarding heating and cooling has been moved to KS2.
8) In the new 2014 curriculum, "Working Scientifically" explicitly states that children should use simple equipment and perform simple tests. This makes the science more hands-on for the children and enables them to fully experience science for themselves rather than by just videos and demonstrations.
9) The new curriculum recommends which year individual LO's should be undertaken. These are just meant as a guide. You are free to teach any of the LO's in either Year 1 or 2 as you see fit but they must be completed by the end of KS1.
10) The new 2014 curriculum is more focused towards habitats, animals, trees and food chains than the existing 2000 curriculum.

Notes about this document:

In this document I have highlighted items in the "**Current 2000 Curriculum**" column **RED** whereby I believe they are **no longer present** in the 2014 curriculum.
In this document I have highlighted items in the "**New 2014 Curriculum**" column **RED** whereby I believe they are **new additions** to the curriculum and have not been previously covered.

Obviously, due to the nature of the 2014 curriculum and the supplementary guidance notes, some LO's are open to interpretation and hence you may not always agree with my opinions. However, it is hoped that this document is useful to you and saves you many hours of working out the key changes!

Feedback is always welcome, please contact me at info@flashbangpop.co.uk

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Current 2000 Curriculum			New 2014 Curriculum	
			Yr. 1 - Science Topics	**Yr. 2 - Science Topics**
SC1 - Scientific Enquiry	"Ideas & evidence in science", "Investigative skills"		Working Scientifically	Working Scientifically
SC2 - Life Processes & Living Things	"Green Plants"		Plants	Plants
SC2 - Life Processes & Living Things	"Life Processes", "Humans and other animals", "Variation and classification", "Living things in their environment"		Animals including humans	Animals including humans
SC2 - Life Processes & Living Things	"Life Processes", "Living things in their environment"		*N/A*	Living things and their habitats
SC3 - Materials and Their Properties	"Grouping materials", "Changing materials"		Everyday materials	Everyday materials (uses)
Does not exist in the 2000 curriculum			Seasonal changes	*N/A*

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Current 2000 Curriculum	New 2014 Curriculum (Master Version - Sept 2013)
SC1 - Scientific Enquiry	**Working Scientifically**
1 Pupils should be taught that it is important to collect evidence by making observations and measurements when trying to answer a question.	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:
Investigative Skills	
2 Pupils should be taught to:	
a ask questions and decide how they might find answers to them	asking simple questions and recognising that they can be answered in different ways
b use first-hand experience and simple information sources to answer questions	using their observations and ideas to suggest answers to questions
c think about what might happen before deciding what to do	*does not exist in the new 2014 curriculum*
d recognise when a test or comparison is unfair	*does not exist in the new 2014 curriculum*
Obtaining and presenting evidence	
e follow simple instructions to control the risks to themselves and to others	*does not exist in the new 2014 curriculum*
f explore, using the senses of sight, hearing, smell, touch and taste as appropriate, and make and record observations and measurements	gathering and recording data to help in answering questions
g communicate what happened in a variety of ways, including using ICT	*implied in the guidance notes for "Working scientifically"*
Does not exist in the 2000 curriculum	observing closely, using simple equipment
Does not exist in the 2000 curriculum	performing simple tests
Considering evidence and evaluating	
h make simple comparisons and identify simple patterns or associations	identifying and classifying
i compare what happened with what they expected would happen, and try to explain it, drawing on their knowledge and understanding	*implied in the guidance notes for "Working scientifically"*
j review their work and explain what they did to others.	*does not exist in the new 2014 curriculum*

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Current 2000 Curriculum	Yr. of study	Topic	New 2014 Curriculum (Master Version Sept 2013)
SC2 - Life Processes and living things			
Life Processes			
1 Pupils should be taught:			
a the differences between things that are living and things that have never been alive	Yr. 2	Living things & their habitats	explore and compare the differences between things that are living, dead, and things that have never been alive.
b that animals, including humans, move, feed, grow, use their senses and reproduce	Yr. 2	Animals, inc humans	*implied in the Yr. 2 "Animals, including humans" guidance notes*
c to relate life processes to animals and plants found in the local environment.	Yr. 2	Animals, inc humans	*implied in the Yr. 2 "Animals, including humans" guidance notes*

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Current 2000 Curriculum	Yr. of study	Topic	New 2014 Curriculum (Master Version Sept 2013)
SC2 - Life Processes and living things			
Humans and other animals			
2 Pupils should be taught:			
a to recognise and compare the main external parts of the bodies of humans and other animals	Yr. 1	Animals, inc humans	identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
b that humans and other animals need food and water to stay alive	Yr. 2	Animals, inc humans	find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
c that taking exercise and eating the right types and amounts of food help humans to keep healthy	Yr. 2	Animals, inc humans	describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
d about the role of drugs as medicines			*does not exist in the new 2014 curriculum*
e how to treat animals with care and sensitivity	*Yr. 1*	*Animals, inc humans*	*implied in the guidance notes for Animals, including humans*
f that humans and other animals can produce offspring and that these offspring grow into adults	Yr. 2	Animals, inc humans	notice that animals, including humans, have offspring which grow into adults
g about the senses that enable humans and other animals to be aware of the world around them.			*does not exist in the new 2014 curriculum*
Does not exist in the 2000 curriculum	Yr. 1	Animals, inc humans	identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
Does not exist in the 2000 curriculum	Yr. 1	Animals, inc humans	identify and name a variety of common animals that are carnivores, herbivores and omnivores
Does not exist in the 2000 curriculum	Yr. 1	Animals, inc humans	describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)

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Current 2000 Curriculum	Yr. of study	Topic	New 2014 Curriculum (Master Version Sept 2013)
SC2 - Life Processes and living things			
Green Plants			
3 Pupils should be taught:			
a to recognise that plants need light and water to grow	Yr. 2	Plants	find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
b to recognise and name the leaf, flower, stem and root of flowering plants	Yr. 1	Plants	identify and describe the basic structure of a variety of common flowering plants, including trees
c that seeds grow into flowering plants.	Yr. 2	Plants	observe and describe how seeds and bulbs grow into mature plants
Does not exist in the 2000 curriculum	Yr. 1	Plants	identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
Variation and classification			
4 Pupils should be taught:			
a recognise similarities and differences between themselves and others, and to treat others with sensitivity			*does not exist in the new 2014 curriculum*
b group living things according to observable similarities and differences.	Yr. 2	Animals, inc humans	*implied in the Yr. 2 guidance notes for Animals, including humans*

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Current 2000 Curriculum	Yr. of study	Topic	New 2014 Curriculum (Master Version Sept 2013)
SC2 - Life Processes and living things			
Living things in their environment			
5 Pupils should be taught:			
a find out about the different kinds of plants and animals in the local environment	Yr. 2	Living things & their habitats	identify and name a variety of plants and animals in their habitats, including micro-habitats
b identify similarities and differences between local environments and ways in which these affect animals and plants that are found there	Yr. 2	Living things & their habitats	*implied in the guidance notes for Yr. 2 Living things and their habitats*
c care for the environment.			*does not exist in the new 2014 curriculum*
Does not exist in the 2000 curriculum	Yr. 2	Living things & their habitats	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
Does not exist in the 2000 curriculum	Yr. 2	Living things & their habitats	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.

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	Current 2000 Curriculum	Yr. of study	Topic	New 2014 Curriculum (Master Version Sept 2013)
SC3 - Materials and their properties				
Grouping materials				
1	Pupils should be taught:			
a	use their senses to explore and recognise the similarities and differences between materials	Yr. 1	Everyday materials	compare and group together a variety of everyday materials on the basis of their simple physical properties
b	sort objects into groups on the basis of simple material properties [for example, roughness, hardness, shininess, ability to float, transparency and whether they are magnetic or non-magnetic]	Yr. 1	Everyday materials	describe the simple physical properties of a variety of everyday materials
c	recognise and name common types of material [for example, metal, plastic, wood, paper, rock] and recognise that some of them are found naturally	Yr. 1	Everyday materials	identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
d	find out about the uses of a variety of materials [for example, glass, wood, wool] and how these are chosen for specific uses on the basis of their simple properties.	Yr. 2	Uses of everyday materials	identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
Changing materials				
2	Pupils should be taught:			
a	find out how the shapes of objects made from some materials can be changed by some processes, including squashing, bending, twisting and stretching	Yr. 2	Uses of everyday materials	find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
b	explore and describe the way some everyday materials [for example, water, chocolate, bread, clay] change when they are heated or cooled.			*does not exist in the new 2014 curriculum - moved to KS2*
	Does not exist in the 2000 curriculum	Yr. 1	Everyday materials	distinguish between an object and the material from which it is made

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Current 2000 Curriculum	Yr. of study	Topic	New 2014 Curriculum (Master Version Sept 2013)
SC4 - Physical Processes			**This section has been moved to KS2!**
Electricity			
1 Pupils should be taught:			
a about everyday appliances that use electricity			
b about simple series circuits involving batteries, wires, bulbs and other components [for example, buzzers, motors]			
c how a switch can be used to break a circuit.			
Forces and motion			
2 Pupils should be taught:			
a to find out about, and describe the movement of, familiar things [for example, cars going faster, slowing down, changing direction]			
b that both pushes and pulls are examples of forces			
c to recognise that when things speed up, slow down or change direction, there is a cause [for example, a push or a pull].			
Light and sound			
3 Pupils should be taught:			
Light & dark			
a to identify different light sources, including the Sun			
b that darkness is the absence of light			
Making and detecting sounds			
c that there are many kinds of sound and sources of sound			
d that sounds travel away from sources, getting fainter as they do so, and that they are heard when they enter the ear.			

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Current 2000 Curriculum	Yr. of study	Topic	New 2014 Curriculum (Master Version Sept 2013)
These items do not exist in the current 2000 curriculum	**Seasonal Changes**		
			Pupils should be taught to:
	Yr. 1	Seasonal changes	observe changes across the four seasons
	Yr. 1	Seasonal changes	observe and describe weather associated with the seasons and how day length varies

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