



Year 1: Everyday materials; Seasonal changes; Plants; Animals, including humans; Working Scientifically (Exploring/observing, grouping & classifying, questioning, research, modelling, collaborating, planning & testing, using equipment & measures, communicating, describing results/looking at patterns, explaining results, trusting results)

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Superheroes Animals Inc Humans</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Working Scientifically Skills</p> <ul style="list-style-type: none"> Begin to use simple scientific language (from Y1 PoS) to talk about or record what they have noticed. Observe closely using their senses. Ask simple questions about what they notice about the world around them. Demonstrate curiosity by the questions they ask. With help, follow movements (dance / drama) to act out their science. Share ideas in a group and listen to the ideas of others. Use senses to compare different textures, sounds and smells. Complete a pre-constructed table / chart using picture records or simple words. Contribute to a class display. Begin to use some simple scientific language from Y1 PoS. Begin to use simple scientific language (from Y1 PoS) to talk about what they have found out or why something happened. 	<p>Once Upon a time... Everyday materials</p> <ul style="list-style-type: none"> 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. Compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Working Scientifically Skills</p> <ul style="list-style-type: none"> Look / observe closely and communicate the features or properties of things in the real world. Name / identify common examples and some common features. With help, decide how to sort and group objects, materials or living things. Name basic features of objects, materials and living things. Compare and contrast simple observable features / characteristics of objects, materials and living things. Work with others on a science task. With help, carry out a simple test / comparative test. With help, make a simple prediction or suggestion about what might happen. Talk about ways of setting up a test. Contribute to a class display. Begin to use some simple scientific language from Y1 PoS. Record simple visual representations of observations made. Use recordings to talk about and describe what happened. 	<p>Dangerous Deadly Dinosaurs Animals Inc Humans</p> <ul style="list-style-type: none"> 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. <p>Working Scientifically Skills</p> <ul style="list-style-type: none"> Begin to use simple scientific language (from Y1 PoS) to talk about or record what they have noticed. Ask people questions (e.g. an expert or hot-seating). Use simple primary and secondary sources (such as objects, books and photographs) to find things out. Share ideas in a group and listen to the ideas of others. Contribute to a class display. Add annotations to drawings or photographs. Begin to use some simple scientific language from Y1 PoS. 	<p>Rumble in the Jungle Plants</p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen tree. Identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Animals Inc Humans</p> <ul style="list-style-type: none"> Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) <p>Working Scientifically Skills</p> <ul style="list-style-type: none"> Look / observe closely and communicate changes over time. Name / identify common examples and some common features. Name basic features of objects, materials and living things. Use simple primary and secondary sources (such as objects, books and photographs) to find things out. Work with others on a science task. Observe closely, using simple equipment (e.g. hand lenses, egg timers). Complete a pre-constructed table / chart using picture records or simple words. Contribute to a class display. 	<p>Up, Up and Away Seasonal Changes</p> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. <p>Working Scientifically Skills</p> <ul style="list-style-type: none"> Use observations to make suggestions and / or ask questions. Ask simple questions about what they notice about the world around them. Demonstrate curiosity by the questions they ask. With help, follow movements (dance / drama) to act out their science Share ideas in a group and listen to the ideas of others. Communicate their ideas to a range of audiences in a variety of ways. Contribute to a class display. Add annotations to drawings or photographs. Begin to use some simple scientific language from Y1 PoS. Record simple visual representations of observations made. Sequence photographs of an event / observation. 	<p>Ahoy There! Everyday materials</p> <ul style="list-style-type: none"> 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. <p>Working Scientifically Skills</p> <ul style="list-style-type: none"> With help, decide how to sort and group objects, materials or living things. Say how things are similar or different. Compare and contrast simple observable features / characteristics of objects, materials and living things. Work with others on a science task. Begin to suggest some ideas e.g. choose which equipment to use, choose which materials to test from a selection. Measure using non-standard units e.g. how many lolly sticks / cubes / handfuls, etc. Begin to use simple scientific language (from Y1 PoS) to talk about what they have found out or why something happened.

Key Vocabulary (Year 1 vocabulary is characterised by *describing* and *comparison*)

Everyday Materials	Seasonal Changes	Plants	Animals Inc Humans
<ul style="list-style-type: none"> Names of everyday materials, including brick, paper, fabric, elastic, hard, soft, stretchy, stiff, shiny, dull, bendy, not bendy, waterproof, not waterproof, absorbent, non absorbent. 	<ul style="list-style-type: none"> Pupils use correct terms for the 4 seasons: Spring, Summer, Autumn and Winter as well as seasons. Relate and compare using weather related terminology; sun, rain, snow, frost, dry, wind, cloudy, hot, cold, warm, cool, as well as some reference to day length. 	<ul style="list-style-type: none"> Pupils can identify and name a variety of both evergreen and deciduous plants including daisy, oak, and holly, becoming aware of structures such as roots, stem, leaves, flowers and roots. 	<ul style="list-style-type: none"> Living, non-living, alive, not-alive, humans, animals, fish, amphibians, birds, mammals, carnivore, herbivore, omnivore, mammals (children should be able to identify common examples of each variety, including those kept as pets). Children should also use words to discuss senses and the related body parts; sense, eye, sight, see, ear, nose, smell, touch, taste, tongue. Words to compare; tall, taller, tallest, small, smallest, smaller than, like, similar to, different from.

