

Overview **Science** Year 1

	Autumn Term	Spring Term	Summer Term
Big Question	What makes people special?	Where in the world am I?	Is it time for a Summer Holiday?
Other Subject links	Explorers, special places to me, DT , materials, Seasonal Change	Local areas, climate zones, animals & their habitats, DT Moving pictures, Seasonal Change	Grace Darling, Seaside Past/Present, Weather, Plants, Seasonal Change

	Autumn 1 Animals incl Humans	Autumn 2 Everyday materials	Spring 1 Animals incl Humans	Spring 2 Animals incl Humans Seasonal changes	Summer 1 Plants	Summer 2 Plants (cont) Seasonal changes
<p><b>National Curriculum</b></p> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> <li>- Asking simple questions and recognising that they can be answered in different ways</li> <li>- Observing closely, using simple equipment</li> <li>- Performing simple tests</li> <li>- Identifying and classifying</li> <li>- Using their observations and ideas to suggest answers to questions</li> <li>- Gathering and recording data to help in answering questions</li> </ul>	<p>Due to Rec/Y1 transition Y1 introduce topic work late Autumn 1 so the objectives are revisited at a later date.</p> <ul style="list-style-type: none"> <li>-Identify, name, draw and label the basic parts of the human body</li> </ul>	<p>Distinguish between an object and the material from which it is made</p> <ul style="list-style-type: none"> <li>- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>- Describe the simple physical properties of a variety of everyday materials</li> <li>- Compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul> <p>Observe changes across the 4 seasons</p> <ul style="list-style-type: none"> <li>- Observe and describe weather associated with the seasons and how day length varies</li> </ul>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <ul style="list-style-type: none"> <li>- Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> </ul> <p>Observe changes across the 4 seasons</p> <ul style="list-style-type: none"> <li>- Observe and describe weather associated with the seasons and how day length varies</li> </ul>	<ul style="list-style-type: none"> <li>- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul> <p>Observe changes across the 4 seasons</p> <ul style="list-style-type: none"> <li>- Observe and describe weather associated with the seasons and how day length varies</li> </ul>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <ul style="list-style-type: none"> <li>- Identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul> <p>Observe changes across the 4 seasons</p> <ul style="list-style-type: none"> <li>- Observe and describe weather associated with the seasons and how day length varies</li> </ul>	<p>Observe changes across the 4 seasons</p> <ul style="list-style-type: none"> <li>- Observe and describe weather associated with the seasons and how day length varies</li> </ul>

<p><b>Skills</b></p>	<p>Use their observations to compare and contrast animals first hand or through videos and photographs, describing how they identify and group them. Group animals according to what they eat, using their senses to compare different textures, sounds and smells.</p>	<p>Perform simple tests to explore questions. For example: What is the best material for an umbrella?, for lining a dog basket?, for curtains, for a bookshelf?, for a gymnastics leotard?.</p>	<p>Use their observations to compare and contrast animals first hand or through videos and photographs, describing how they identify and group them. Group animals according to what they eat, using their senses to compare different textures, sounds and smells.</p>	<p>Collecting and recording data to make tables and charts about the weather. Make displays about what happens in the world around them, including day length as the seasons change. .</p>	<p>Closely observe using magnifying glasses. Compare and contrast with familiar plants, describing how they can identify and group them. Keep records on how plants change over time, including leaves falling off trees and buds opening. Compare what they have found out about different plants.</p>	<p>Closely observe using magnifying glasses. Compare and contrast with familiar plants, describing how they can identify and group them. Keep records on how plants change over time, including leaves falling off trees and buds opening. Compare what they have found out about different plants</p> <p>Collecting and recording data to make tables and charts about the weather. Make displays about what happens in the world around them, including day length as the seasons change.</p>
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<p><b>Knowledge Organiser</b></p>	<p>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> <p>Observe changes across the four seasons.</p>	<p>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> <p>Observe changes across the four seasons</p>	<p>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)</p>	<p>Observe changes across the four seasons.</p> <p>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>	<p>Children will be taught to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They should be able to identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies</p>
<p><b>Vocabulary</b></p>	<p>sight, hearing, touch, taste, smell, head, neck, ear, mouth, shoulder, hand, fingers, leg, foot, thumb, eye, nose, knee, toes, teeth, elbow.</p> <p>Seasons, spring, summer, autumn, winter, windy, sunny, overcast, snow, rain, temperature,</p>	<p>Hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy/not bendy, waterproof/not waterproof, absorbent, opaque,</p> <p>Seasons, spring, summer, autumn, winter, windy, sunny, overcast, snow, rain, temperature,</p>	<p>Amphibians, birds, fish, mammals, reptiles, carnivores, herbivore, omnivore,</p>	<p>Seasons, spring, summer, autumn, winter, windy, sunny, overcast, snow, rain, temperature,</p>	<p>Seasons, spring, summer, autumn, winter, windy, sunny, overcast, snow, rain, temperature,</p>	<p>Seasons, spring, summer, autumn, winter, windy, sunny, overcast, snow, rain, temperature,</p>
<p><b>Experiment/s</b></p>		<p>Children to test a variety of materials to see which material is best suited to stop water from entering Christopher Columbus'</p>			<p>Planting a bean and observing what happens</p>	

		boat.				
Extended writing		Write as a puddle explaining what happens to them.		Write an explanation of a sensory board.		Write an advert describing seasonal change for a Teddy bear.
How does it link to the big question?	<p>What makes us unique? Everyone is different/special.</p> <p>Testing waterproof materials for Christopher Columbus Ship</p>		<p>Animals and their habitats- different parts of the world,</p>			