

Whitefield Primary School – Long Term Curriculum Overview – Year 1

Science

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 LC	Why is it good to be me?	Where do the leaves go in winter?	How do pigs, bears, trolls build their houses?	If you go down to the woods today, what will be your surprise?	How does your garden grow?	What really happens on Big Barn Farm?
Science area	Animals including humans/Living things and their processes (WPS created topic)	Seasonal changes	Everyday materials	Animals including humans	Plants	Forces (<i>WPS developed topic</i>)
NC links	<p><u>Working scientifically (KS1)</u></p> <ul style="list-style-type: none"> • 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. 					
	<p>Identify, name, draw and label the basic parts of the human body (Y1)</p> <p>Identify which part of the body is associated with each sense (Y1)</p> <p>Notice that animals, including humans, have offspring which grow into adults (Y2)</p> <p>Find out about and</p>	<p>Observe changes across the 4 seasons (Y1)</p> <p>Observe and describe weather associated with the seasons and how day length varies (Y1)</p> <p><u>Whitefield developed curriculum topic</u></p> <p>Identify and name sources of light</p>	<p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock (Y1)</p> <p>Distinguish between an object and the material from which it is made (Y1)</p> <p>Describe the simple physical</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Recognise a push and pull force</p> <p>Investigate: 'How do forces change the speed and direction of objects?'</p> <p>Record – photograph and written observations</p>

	<p>describe the basic needs of animals, including humans, for survival [water, food and air] (Y2)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Y2)</p> <p>To gather and record data to help answer questions.</p>	<p>To explain what darkness is</p> <p>Compare brightness of light sources</p> <p>To understand that the sun is a source of light</p> <p>Investigate 'Do worms prefer light or darkness?' Record – observations over time. Could keep a worm diary.</p>	<p>properties of a variety of everyday materials (Y1)</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties (Y1)</p> <p>To investigate 'Which ball bounces the best?' OR 'Which material makes the best house?' Record- order the balls from most to least bouncy as a prediction and repeat after carrying out test.</p>	<p>To identify and classify</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>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.</p>	<p>Investigation 'Do all types of tomatoes have the same amounts of seeds in them?' (pattern seeking)</p> <p>Record: Bar chart or tally chart</p> <table border="1" data-bbox="1541 560 1767 708"> <thead> <tr> <th>Tomato</th> <th>seeds</th> </tr> </thead> <tbody> <tr> <td>Tom 1</td> <td></td> </tr> <tr> <td>Tom 2</td> <td></td> </tr> <tr> <td>Tom 3</td> <td></td> </tr> </tbody> </table>	Tomato	seeds	Tom 1		Tom 2		Tom 3		
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