Science Medium Term Plan

Year 1	**Autumn 1** *Animals including Humans*	**Autumn 2** *Animals including Humans*	**Spring 1** *Everyday Materials*	**Spring 2** *Everyday Materials*	**Summer 1** *Seasonal Changes*	**Summer 2** *Plants*
Topic Title	How am I similar and different to others?	How can I group animals	What are objects made from?	What can materials do?	How do the seasons change?	What do I know about plants?
National Curriculum	identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	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)	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.	observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.	identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees.
Knowledge	Describe each of the human senses. Relate each of the human senses to organs. Suggest how the senses are used in an activity such as eating.	Identify and name a limited number of common animals. Name a variety of common animals. Identify common features of the main groups of vertebrates Recognise the difference between carnivores,	Identify the material from which an object has been made Correctly identify both object and material. Compare the same object made from different materials in terms of its effectiveness.	Recognise that a material has properties Describe a range of properties of a variety of materials. Compare the physical properties of different everyday materials.	Describe seasonal changes. Recognise changes within seasons as well as between seasons Relate weather patterns and day length to seasons.	Identify a range of local plants. Identify and notice similarities between various local plants. Name parts of a range of familiar plants

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		herbivores and omnivores. Identify and group a range of familiar animals. Suggest whether an unfamiliar animal might be a carnivore, herbivore or omnivore. Identify key features of a range of common animals Compare key features of familiar and unfamiliar animals	Identify and name a limited range of materials. Identify and name a range of materials. Identify typical uses of a range of materials.	Compare and contrast two everyday Materials. Classify a variety of materials into groups based on physical properties. Use simple physical properties to suggest classification of materials.	Make and test predictions relating to changing day length and weather patterns.	Identify and notice similarities in the structure of various local plants.
Investigations	Does removing one sense affect the others?	How can we classify minibeasts? Animal visit.	Can we recognise objects by touch? Can we sort objects by the material they are made from?	Avoncroft 3 Little Pigs visit. What material would you use to repair an umbrella?	How does weather change over time? How much water falls when it rains?	How can we identify different plants? How does a plant change as it grows? (Plant beans)
Quick Fire 5	1. What are the five senses? 2. What body parts help us smell/taste/ touch/see/ feel? 3. Name the parts of the human body. 4. Can you find the arm/leg/hand, etc.? 5. What senses do you use for eating?	1. What is a mammal? 2. What is an amphibian? 3. What is a reptile? 4. What is a carnivore/omnivore/ herbivore? 5. What is a minibeast?	1. Name the object and the material. 2. How does wood feel? 3. How does metal feel? 4. What can plastic/ wood/metal/glass be used for? 5. Can you name something made of glass in the classroom?	1. Name three materials that are _____ (Property). 2. Name one similarity and one difference between these plastic objects. 3. Name two materials that are absorbent. 4. Name three properties of wood. 5. Group the materials that are hard/ soft/ flexible, etc.	1. Name the four seasons. 2. Describe changes between Summer and Winter. 3. What happens to the trees in Autumn? 4. What happens to the day length in Autumn and Spring? 6. How does the weather change between seasons?	1. What is a wild plant? 2. What is a garden plant? 3. What does deciduous mean? 4. What does evergreen mean? 5. Name the parts of a plant.

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Working Scientifically	• Pupil can, with prompting, ask simple questions that can be tested, e.g. about plants growing in their habitat. • Pupil can offer ways of gathering evidence to answer a question, e.g. by deciding on the best material to use for a particular application. • Pupil can examine objects to note key features, e.g. observe growth of plants they have planted. • Pupil can, with support, conduct simple tests, e.g. comparing the properties of different materials. • Pupil can, with prompting, identify what might usefully be recorded, e.g. drawing structures of plants or recording changing day length. • Pupil can identify key findings from an enquiry, e.g. noting how plants have changed over time. • Pupil can collect data, e.g. comparing and contrasting familiar plants. • Pupil can suggest answers to enquiry questions using data, e.g. describe how to group plants.				
Vocabulary	head, body, eyes, ears, mouth, teeth, leg, senses, touch, see, smell, taste, hear, fingers, skin, eyes, nose, ear, tongue	Tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, names of animals, experienced first-hand from each vertebrate group	Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through	Temperature, season, month, week, rain, weather, measure, day, week	Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud Names of trees in the local area Names of garden and wild flowering plants in the local area
Prior Learning	Name and describe people who are familiar to them (Reception – Humans)	Explore the natural world around them, making observations and drawing pictures of animals and plants.	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	Explore the natural world around them. Recognise some environments that are different to the one in which they live.	