

Year 1 Science			
	Autumn Term		
Topic	Objectives linked to curriculum	Working Scientifically	Vocabulary
<u>Seasonal Changes, across the 4 seasons</u>	- I can observe changes across the four seasons - I can observe and describe weather associated with the seasons - I can observe and describe and how day length varies across the four seasons. - I can understand In the UK, the day length is longest at mid-summer (about 16 hours) and gets shorter each day until mid-winter (about 8 hours) before getting longer again. - I can understand the weather is colder and rainier in the winter. - I can understand the weather is usually hotter and dryer in the summer. - I can understand the change in weather causes many other changes. Numbers of minibeasts found outside. - I can understand the change in weather causes changes in seed and plant growth. - I can understand the change in weather causes leaves on trees to change. - I can understand the change in weather causes types of clothes worn by people to change.	WS1 asking simple questions and recognising that they can be answered in different ways WS2 observing closely, using simple equipment and measurement WS3 performing simple tests WS4 identifying and classifying WS5 using their observations and ideas to suggest answers to questions WS6 gathering, recording and communicating data and findings to help in answering questions. WS7 use scientific language and read and spell age appropriate scientific vocabulary WS8 begin to notice patterns and relationships.	Weather (sunny, rainy, windy, snowy etc.) Seasons (winter, summer, spring, autumn) Sun, sunrise, sunset, day length

Year 1 Autumn 2			
<u>Topic</u>	<u>Objectives linked to curriculum</u>	<u>Working Scientifically</u>	<u>vocabulary</u>
<u>Animals, including humans (Naming animals and body parts)</u>	- I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Activity: Make first-hand, close observations of animals from each of the groups - I can identify the foods that a variety of common animals eat. - I can identify and name a variety of common animals that are carnivores, herbivores and omnivores - I can describe the features of a variety of common animals. (fish, amphibians, reptiles, birds and mammals, including pets) Activity: Classify animals using a range of features. - I can compare the features of a variety of common animals. (fish, amphibians, reptiles, birds and mammals, including pets) Activity: Compare two animals from the same or different groups. - I can identify and name the basic parts of the human body. - I can draw and label the basic parts of the human body - I can say which part of the body is associated with each sense.	WS1 asking simple questions and recognising that they can be answered in different ways WS2 observing closely, using simple equipment and measurement WS3 performing simple tests WS4 identifying and classifying WS5 using their observations and ideas to suggest answers to questions WS6 gathering, recording and communicating data and findings to help in answering questions. WS7 use scientific language and read and spell age appropriate scientific vocabulary WS8 begin to notice patterns and relationships.	Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves Names of animals experienced first-hand from each vertebrate group Parts of the body including those linked to PSHE teaching (see joint document produced by the ASE and PSHE Association)

	Investigation: Investigate human senses e.g. Which part of my body is good for feeling, which is not? Which food/flavours can I identify by taste? Which smells can I match? N.B. The children need to be able to name and identify a range of animals in each group e.g. name specific birds and fish. They do not need to use the terms mammal, reptiles etc. or know the key characteristics of each, although they will probably be able to identify birds and fish, based on their characteristics. The children also do not need to use the words carnivore, herbivore and omnivore. If they do, ensure that they understand that carnivores eat other animals, not just meat. Although we often use our fingers and hands to feel objects, the children should understand that we can feel with many parts of our body.		Senses – touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue
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<u>Year 1 spring Term 1</u>			
<u>Topic</u>	<u>Objectives linked to curriculum</u>	<u>Working Scientifically</u>	<u>Vocabulary</u>
Plants	- I can name trees I see regularly. - I can name plants I see regularly. - I can identify deciduous and evergreen trees. - I can describe key features of trees. (shape of leaves, blossom,) - I can describe key features of flowering plants. - I Can describe some of the key features of these trees and plants e.g. the shape of the leaves, the colour of the flower/blossom - I can point to and name the parts of a plant. (recognising that they are not always the same e.g. leaves and stems may not be green)	WS1 asking simple questions and recognising that they can be answered in different ways WS2 observing closely, using simple equipment and measurement WS3 performing simple tests WS4 identifying and classifying WS5 using their observations and ideas to suggest answers to questions WS6 gathering, recording and communicating data and findings to help in answering questions. WS7 use scientific language and read and spell age appropriate scientific vocabulary WS8 begin to notice patterns and relationships.	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

Year 1 Spring Term 2			
Topic	Objectives linked to curriculum	Working Scientifically	Vocabulary
Everyday Materials	- I can distinguish between an object and the material from which it is made - I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock - I can describe the simple physical properties of a variety of everyday materials - I can compare and group together a variety of everyday materials on the basis of their simple physical properties. - Suggested activities: Classify objects made of one material in different ways e.g. a group of object made of metal. Classify in different ways one type of object made from a range of materials e.g. a collection of spoons made of different materials. Classify materials based on their properties. Test the properties of objects e.g. absorbency of cloths, strength of party hats made of different papers, stiffness of paper plates, waterproofness of shelters.	WS1 asking simple questions and recognising that they can be answered in different ways WS2 observing closely, using simple equipment and measurement WS3 performing simple tests WS4 identifying and classifying WS5 using their observations and ideas to suggest answers to questions WS6 gathering, recording and communicating data and findings to help in answering questions. WS7 use scientific language and read and spell age appropriate scientific vocabulary WS8 begin to notice patterns and relationships.	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

Year 1 summer term			
Topic	Objectives linked to curriculum	Working Scientifically	Vocabulary
Forces (Physics Exploratory Unit)	- I can observe and measure changes over time. - I can compare forces. - I can identify and describe patterns. - I can classify push and pull toys. - I can design and make a pop up toy. - I can design and make a sail boat.	WS1 asking simple questions and recognising that they can be answered in different ways WS2 observing closely, using simple equipment and measurement WS3 performing simple tests WS4 identifying and classifying WS5 using their observations and ideas to suggest answers to questions WS6 gathering, recording and communicating data and findings to help in answering questions. WS7 use scientific language and read and spell age appropriate scientific vocabulary WS8 begin to notice patterns and relationships.	Force Push Pushing Pushed Pull Pulling Pulled Bounce back Further Furthest Fast Fastest High Higher Bounce Bouncier Big Bigger