

Year 1 Science			
Seasonal changes Terms 1, 2, 4, 6	Animals, including humans Terms 1, 6	Everyday materials Term 3	Plants Term 4
Links to previous learning: Foundation- Seasons	Links to previous learning: Foundation - Ourselves	Links to previous learning: Foundation materials vocabulary and sorting	Links to previous learning: Plants and growing in Foundation
Links to future learning: Year 5 – Earth and Space	Links to future learning: Year 2, 3, 4, 5, 6 Animals, including humans	Links to future learning: Year 2, 5 Materials	Links to future learning: Year 2, 4, 6 Plants
Threshold concepts: Observation Making links Questioning scientific ideas and principles Communicating ideas Use of specialist vocabulary	Threshold concepts: Observation Making links Questioning scientific ideas and principles Communicating ideas Use of specialist vocabulary	Threshold concepts: Observation Making links Questioning scientific ideas and principles Communicating ideas Use of specialist vocabulary	Threshold concepts: Observation Making links Questioning scientific ideas and principles Communicating ideas Use of specialist vocabulary
Pupils should be taught to: -observe changes across the four seasons -observe and describe weather associated with the seasons and how day length varies. Notes and guidance Pupils should observe and talk about changes in the weather and the seasons. Note: Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses. Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.	Pupils should be taught to: -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) - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Notes and guidance Pupils should use the local environment throughout the year to explore and answer questions about	Pupils should be taught to: -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. Notes and guidance Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth;	Pupils should be taught to: -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. Notes and guidance Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted. They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers

	<p>animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.</p> <p>Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</p> <p>Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.</p>	<p>bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent.</p> <p>Pupils should explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil.</p> <p>Pupils might work scientifically by: performing 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 gymnast's leotard?'</p>	<p>(blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).</p> <p>Pupils might work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees.</p> <p>Pupils might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.</p>
<p>Working scientifically expectations:</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. 			