

Yearly Science

Year Group: 1

| <u>Term 1</u> | <u>Term 2</u> | <u>Term 3</u> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>What's the same, what's different? How are we like _____? (amphibians, birds, fish, reptiles, invertebrates). How can we effect light, sound and energy? How is glass made from sand?</p> | <p>Why do so many flowers bloom in Spring? How is it made? Where does it live? Why do all food chains start with a plant?</p> | <p>What would happen if...? Could all animals and plants live in the same habitat? What do plants grow from? What do plants need to grow?</p> |
| <p><u>Plants</u> Identify the leaf, root, stem and flower of a plant. Identify and describe the basic structure of a variety of common flowering plants, including trees. Name some common plants. Name some plants that live in the garden Name some plants that live in the wild Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> | <p><u>Plants</u> Make observations of plants, including flowers and vegetables they have planted Identify the trunk, branch, roots and leaves of a tree Know that plants produce seeds Describe how deciduous trees changes throughout the year</p> | <p><u>Plants</u> Use simple identification guides to name plants in the local environment Explain why some plants are only seen at certain times of the year</p> |
| <p><u>Animals, Including humans</u> Identify and name a selection of animals Identify and sort animals into different groups Name the different groups of animals Recall and use the words: carnivore, herbivore and omnivore Group animals that belong to: carnivores, herbivores and omnivores Use their observations to point out differences between humans and other animals and between animals and non-living things Identify and locate the sense organs use senses to describe textures, sounds and smells Compare differences in texture, sounds and smells Name and locate the basic parts of the human body Draw and label a simple body outline</p> | <p><u>Animals, Including humans</u> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Know that animals eat different types of food Recall and use the words: carnivore, herbivore and omnivore Identify and name a variety of common animals that are carnivores, herbivores and omnivores Group animals that belong to: carnivores, herbivores and omnivores Use their observations to point out differences between humans and other animals and between animals and non-living things Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Describe differences between the different animal groups (e.g. Birds have feathers but mammals have fur)</p> | <p><u>Animals, Including humans</u> identify animals which are more likely to be seen in different seasons explain why some animals are only seen at night make observations of animals identify the food of some common animals</p> |

| | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Materials</u> Name some common materials Name some common objects around the school and home 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 objects that are made from lots of different materials</p> | <p><u>Materials</u> Name materials which have lots of different uses (e.g. Paper- wrapping paper, tissue paper, writing paper, birthday card) Make observations of common objects and the different materials they are made of Communicate these observations using descriptive words (e.g. Bendy, rough, hard) Identify some properties of materials (e.g. See through, waterproof, absorbent) Make predictions about which materials will float and sink</p> | <p><u>Materials</u> Identify some naturally occurring materials: wood, rock, water Identify some man-made materials: glass, metal, plastic 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 (both visible and non-visible) Explain why people started using plastic bags rather than paper bags</p> |
| <p><u>Seasonal changes</u> Observe changes across the four seasons Identify what to observe Use descriptive words, photos and pictures to record changes</p> | <p><u>Seasonal changes</u> Name the four seasons Observe and name types of weather (e.g. Rain, sun, wind, clouds) Observe and describe weather associated with the seasons and how day length varies</p> | <p><u>Seasonal changes</u> Observe and describe weather associated with the seasons and how day length varies Identify what to measure about the weather Use prepared tables and charts to record data Explain why animals are easier to spot at different times of year (e.g. Migrating birds, hibernating animals)</p> |