

Year 1 Science Coverage

'As Scientists, we question how the world around us works so we can make predictions, experiment and explain our understanding.'			
Unit:	Global Gardens	Signed, Sealed, Delivered	Hot, Hot, Hot
National Curriculum Science Knowledge taught as stand-alone lessons	Seasonal Changes <ul style="list-style-type: none"> observe changes across the four seasons 	Seasonal Changes <ul style="list-style-type: none"> observe changes across the four seasons 	Seasonal Changes <ul style="list-style-type: none"> observe changes across the four seasons
National Curriculum Science Knowledge Linked to topic	Plants <ul style="list-style-type: none"> 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. Animals (including humans) <ul style="list-style-type: none"> 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. Seasonal Changes <ul style="list-style-type: none"> observe and describe weather associated with the seasons and how day length varies. 	<ul style="list-style-type: none"> 	Materials <ul style="list-style-type: none"> 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.

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Subject Focus	This topic will encourage the children to look at plants and animals they are familiar with before starting to look at a wider range of animals from other places. They look for similarities and differences and start to discover that animals can belong to different groups. It builds the children's vocabulary when describing living things and encourages them to explore their senses and know the correct names to label parts of the body. In looking at the changes in seasons, they start to observe weather patterns and the effect the seasons have on changes in the weather and length of the day.			This term, they will continue to look at the changes in seasons, observing weather patterns and the effect the seasons have on changes in the weather and length of the day.	In this topic, children explore how materials can be used for different purposes. They carry out simple tests and begin to label materials. They look at properties such as sinking, floating, flexibility, waterproof and absorbant in order to choose materials to suit a purpose.																																					
Fab Five/ Top Ten	<ol style="list-style-type: none">1. I can name trees and other plants that they see regularly2. 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/blossom3. I can point out trees which lost their leaves and those that kept them the whole year4. 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 green5. I can label parts of the body on pictures and diagrams6. I can explore objects using different senses			<ol style="list-style-type: none">1. I can name the four seasons in order2. I can describe some changes I have noticed in each season.3. I can say what I think might happen in Summer	<ol style="list-style-type: none">1. I can label a picture or diagram of an object made from different materials2. I can describe the properties of different materials3. I can sort objects and materials using a range of properties4. I can choose an appropriate method for testing an object for a particular property5. I can use their test evidence to answer the questions about properties e.g. "Which cloth is the most absorbent?"																																					
Topic specific Vocabulary	<table><tr><td>plant</td><td>senses</td><td>season</td></tr><tr><td>flower</td><td>eye</td><td>weather</td></tr><tr><td>root</td><td>sight</td><td>day</td></tr><tr><td>stem</td><td>see</td><td>rain</td></tr><tr><td>seeds</td><td>ear</td><td>windy</td></tr><tr><td>seedlings</td><td>hearing</td><td>snow</td></tr><tr><td>leaf</td><td>smell</td><td>sunshine</td></tr></table>			plant	senses	season	flower	eye	weather	root	sight	day	stem	see	rain	seeds	ear	windy	seedlings	hearing	snow	leaf	smell	sunshine	<table><tr><td>season</td></tr><tr><td>weather</td></tr><tr><td>day</td></tr><tr><td>rain</td></tr><tr><td>windy</td></tr><tr><td>snow</td></tr><tr><td>sunshine</td></tr><tr><td>cloudy</td></tr></table>		season	weather	day	rain	windy	snow	sunshine	cloudy	<table><tr><td>material</td></tr><tr><td>wood</td></tr><tr><td>plastic</td></tr><tr><td>glass</td></tr><tr><td>metal</td></tr><tr><td>water</td></tr><tr><td>rock</td></tr></table>	material	wood	plastic	glass	metal	water	rock
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	weed water feeding living non-living dead healthy alive not alive garden wild common tree deciduous evergreen	nose touch feel leg wing arm human animal beak similar different describe fish amphibian reptile bird mammal carnivore omnivore herbivore	cloudy		
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