

Year 1 Science Coverage

| | All year | Discover | Explore | Belong |
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| | Seasonal Changes | Plants | Everyday Materials | Animals Inc Humans |
| Knowledge | <ul style="list-style-type: none"> observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies <p>KEY AREAS:</p> <ul style="list-style-type: none"> ➤ Name the seasons and know about the type of weather in each season. | <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 <p>KEY AREAS:</p> <ul style="list-style-type: none"> ➤ Know and name a variety of common wild and garden plants. ➤ Know and name the petals, stem, leaves and root of a plant. ➤ Know and name the roots, trunk, branches and leaves of a tree. | <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 <p>KEY AREAS:</p> <ul style="list-style-type: none"> ➤ Know the name of the materials an object is made from. ➤ Know about the properties of everyday materials. | <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 <p>KEY AREAS:</p> <ul style="list-style-type: none"> ➤ Know how to classify a range of animals by amphibian, reptile, mammal, fish and birds. ➤ Know and classify animals by what they eat (carnivore, herbivore and omnivore). ➤ Know how to sort by living and non living things. ➤ Know the name of parts of the human body that can be seen. |
| <p>Key Vocabulary</p> <p>Year 1 Vocabulary is characterized by <i>describing</i> and <i>comparison</i></p> | <p>Pupils use correct terms for the 4 seasons: <i>Spring, Summer, Autumn</i> and <i>Winter</i> as well as seasons. Relate and compare using <i>weather</i> related terminology; <i>sun, rain, snow, frost, dry, wind, cloudy, hot, cold, warm, cool</i>, as well as some reference to day length.</p> | <p>pupils can identify and name a variety of both evergreen and deciduous plants including <i>daisy, oak</i>, and <i>holly</i>, becoming aware of structures such as <i>roots, stem, leaves, flowers and roots</i>.</p> | <p>material – wood, plastic, glass, bendy/not bendy, brick, metal, water, rock, waterproof/not waterproof, paper properties – absorbent/not absorbent, fabrics, hard/soft float/sink, elastic, stretchy/stiff foil, shiny/dull, rough/smooth</p> | <p><i>living, non-living, alive, not-alive, humans, animals, fish, amphibians, birds, mammals, carnivore, herbivore, omnivore, mammals</i> (children should be able to identify common examples of each variety, including those kept as pets) Children should also use words to discuss senses and the related body parts; <i>sense, eye, sight, see, ear, nose, smell, touch, taste, tongue</i> Words to compare; <i>tall, taller, tallest, small, smallest, smaller than, like, similar to, different from</i></p> |
| Linked scientist | Dr Steve Lyons | Agnes Arber | Walter Lincoln Hawkins | Rachel Carson Jack Hanna |

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| Thinking Scientifically | <ul style="list-style-type: none">• Making tables and charts about the weather• Making displays of what happens in the world around them including day length as the seasons change. | <ul style="list-style-type: none">• Observing closely using magnifying glasses.• Comparing and contrasting familiar plants• Identifying and grouping plants and describing how they've done it.• Drawing diagrams to show parts of plants and trees.• Keeping records of how plants have changed over time. E.g. leaves falling off trees• Comparing and contrasting what they've found out about plants. | <ul style="list-style-type: none">• Perform simple tests to explore questions. E.g. what is the best material for an umbrella? | <ul style="list-style-type: none">• Make observations to compare and contrast animals (inc. humans) at first hand or through videos and photos.• Use senses to compare different textures, sounds and smells.• Group animals according to what they eat.• Describe how they identify and group animals. |
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| Year Group 1 | Suggested Assessment Activity(ies) |
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| <p>Seasonal Changes</p> <ul style="list-style-type: none"> observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies | <ul style="list-style-type: none"> *Collect photo log/journal of same place in different weathers and discuss/show changes/label *Play spot the difference between to scenes (in different weather conditions) *Match clothing to different weathers-look at 'inappropriate choices' for different weather e.g sandals on rainy day. *Make simple recorded weather logs/daylight logs (link to telling the *Role play weather report |
| <p>Plants</p> <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 | <ul style="list-style-type: none"> *Sensory walks around school with verbal identification *'Plant hunt' -tick off list/collect on board and name *Design a wild garden for different times of year/all year round plants/flowers *Simple labels of flowers/plants/trees linked to vocabulary |
| <p>Everyday materials</p> <p>Pupils should be taught to:</p> <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 | <ul style="list-style-type: none"> *Material hunts *Sorting materials by different criteria *Matching materials with specific products *'Silly match-up materials'-match product with materials and discuss positive and negatives of the product being made with the material. *Possible visit to factory to watch change process for specific material, linking to visible and tactile properties. *Experiments: What materials would you use for.... (meet range of needs, link to topic/story characters) *Link material uses to their properties. (Design products to meet specific needs: linking to materials and basic justification) |
| <p>Animals</p> <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 | <ul style="list-style-type: none"> *Group and classify animals using venn diagrams/sorting activities. *Compare different animals (have visitors with animals/visit zoo/farm) *Make a cookbook/recipe for an animal e.g a cook book/recipe for a lion *Design a dish for a specific animal *Look at parts of animal/photographs/real objects e.g fish from fish counter. Label and draw. *Experiment with senses e.g taste testing, what sound is this? Sing and recall songs to associate body parts with senses. *Body map drawing/photographs-labelling parts of body with sense. *Sense poetry |

Ipad ideas for science

- ❖ Use of Hologo (AR app)
- ❖ Google Expeditions (science AR)
- ❖ Keynote animation of scientific concept (water cycle, forces, magnets, circuit)
- ❖ Use of numbers app to show data/results
- ❖ Using time-lapse to record plants growing
- ❖ 'Bug Hunt Bingo' on keynote
- ❖ Create a quiz on keynote
- ❖ Screen shot and narrate over the top (using screen record)
- ❖ Record selfie facts about a scientific concept
- ❖ Use of slo-mo function on camera (e.g. to show forces)
- ❖ Narrate over AR (using screen record)
- ❖ Using pages app to keep a journal of learning
- ❖ Use of Green screen (scientific report)
- ❖ Using Chatterpix - to share facts learned
- ❖ Photo journal