

Aldwyn Primary School – Year 1 Science Overview



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Unit | Animals including humans | | Everyday materials | Animals including humans | Seasons | Plants |
| Coverage | The human body and senses | | Properties of different materials | Name common animals | Weather forecasts and seasonal changes (then ongoing) | Identifying trees and plants |
| Content | <ul style="list-style-type: none"> •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"> •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 | <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) | <ul style="list-style-type: none"> •observe changes across the four seasons •observe and describe weather associated with the seasons and how day length varies | <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 |



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| Activities | <ul style="list-style-type: none"> 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 | | <ul style="list-style-type: none"> explore, name, discuss and raise and answer questions about everyday materials to become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent | <ul style="list-style-type: none"> use the local environment throughout the year to explore and answer questions about animals in their habitat understand how to take care of animals taken from their local environment and the need to return them safely after study become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets | <ul style="list-style-type: none"> observe and talk about changes in the weather and the seasons <p>Note: Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses</p> | <ul style="list-style-type: none"> use the local environment throughout the year to explore and answer questions about plants growing in their habitat observe the growth of flowers and vegetables that they have planted become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem) |
| Vocabulary | <p>Sight, hearing, touch, taste, smell, head, neck, ear, mouth, shoulder, hand, fingers, leg, foot, thumb, eye, nose, knee, toes, teeth, elbow</p> | | <p>Materials, wood, plastic, metal, liquid, gas, stretch, stiff, bend, waterproof, shiny</p> | <p>Amphibians, birds, fish, mammals, reptiles, carnivores, herbivore, omnivore, tame, wild, nocturnal</p> | <p>Autumn, Spring, Summer, Winter, weather, temperature, thermometer, weather symbol, deciduous, evergreen</p> | <p>Buds, bulbs, deciduous, evergreen, trunk, vegetable, wild plants, environment, blossom, petals, branches</p> |



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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Working Scientifically</p> | <ul style="list-style-type: none"> •performing simple tests •using their observations and ideas to suggest answers to questions •gathering and recording data to help in answering questions <p>Pattern seeking- Do you get better at smelling as you get older?</p> <ul style="list-style-type: none"> •using their observations and ideas to suggest answers to questions •gathering and recording data to help in answering questions <p>Pattern seeking- Do you get better at smelling as you get older?</p> | | <ul style="list-style-type: none"> •performing simple tests •using their observations and ideas to suggest answers to questions <p>Comparative testing - What is the best material for lining a dog basket?</p> | <ul style="list-style-type: none"> •identifying and classifying •asking simple questions and recognising that they can be answered in different ways <p>Identifying and classifying- Who did the poo? Research- Do all animals have the same senses as humans?</p> | <ul style="list-style-type: none"> •observing closely, using simple equipment •using their observations and ideas to suggest answers to questions <p>Pattern seeking – Does the wind always blow the same way? Observing over time – How does the apple tree change?</p> | <ul style="list-style-type: none"> •performing simple tests •gathering and recording data to help in answering questions. •identifying and classifying <p>Comparative testing - Which tree has the biggest leaves? Identifying and classifying- How can we sort the leaves that we collected on our walk?</p> |
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| Assessment | TAPS- Modelling the body | | TAPS-Describing materials | TAPS- Animal group discussion | TAPS-What happened to the tree? | TAPS- Can children label the basic parts of a plant? |
| Enrichment | Superhero Day, with superhero senses | | Model making day using clay as a material of change | Police dogs visit school Knowsley Safari Park school trip | Visit to local woods for seasonal nature art activities | Welly walks to the woods, park and river |
| Prior Learning | <p>EYFS</p> <ul style="list-style-type: none"> •Children should be able to identify different parts of their body and have some understanding of growth and change •Have some understanding of healthy food and the need for variety in their diets •Be able to show care and concern for living things •Know the effects exercise has on their bodies | | <p>EYFS</p> <ul style="list-style-type: none"> •Children should be able to ask questions about the place they live •Talk about why things happen and how things work •Discuss the things they have observed such as natural and found objects •Manipulates materials to achieve a planned effect | <p>EYFS</p> <ul style="list-style-type: none"> •Be able to show care and concern for living things •Have some understanding of growth and change | <p>EYFS</p> <ul style="list-style-type: none"> •Developing an understanding of change •Observe and explain why certain things may occur (e.g leaves falling off trees, weather changes) •Look closely at similarities, differences, patterns and change •Comments and questions about the place they live or the natural world | <p>EYFS</p> <ul style="list-style-type: none"> •Develop an understanding of growth •Shows care and concern for living things and the environment •Make observations of plants and explain why some things occur, and talk about changes •Can talk about some of the things they have observed, such as plants |



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| Future Learning | <p>Year 2</p> <ul style="list-style-type: none"> • Know that animals, including humans, have offspring which grow into adults • Know the basic stages in a life cycle for animals, including humans • Find out and describe the basic needs of animals, including humans, for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene <p>Year 3</p> <ul style="list-style-type: none"> • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. • Identify that humans and some other animals | | <p>Year 2</p> <ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching <p>Year 4</p> <ul style="list-style-type: none"> • Compare and group materials together, according to whether they are solids, liquids or gases • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens • Identify the part played by evaporation and condensation in the water | <p>Year 2</p> <ul style="list-style-type: none"> • Know that animals, including humans, have offspring which grow into adults • Know the basic stages in a life cycle for animals, including humans • Find out and describe the basic needs of animals, including humans, for survival (water, food and air) <p>Year 3</p> <ul style="list-style-type: none"> • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • Identify that humans and some other animals have skeletons and muscles for support, protection and movement <p>Year 4</p> | <p>Year 3</p> <ul style="list-style-type: none"> • Recognise that they need light in order to see things and that dark is the absence of light • Notice that light is reflected from surfaces • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes • Recognise that shadows are formed when the light from a light source is blocked by a solid object • Find patterns in the way that the sizes of shadows change | <p>Year 2</p> <ul style="list-style-type: none"> • Observe and describe how seeds and bulbs mature into plants • Find out and describe how plants need water, light and a suitable temperature to grow <p>Year 3</p> <ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • Explore the requirements of plants for life and growth and how they vary from plant to plant • Investigate the way in which water is transported within plants • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal |
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| <p>have skeletons and muscles for support, protection and movement</p> <p>Year 4</p> <ul style="list-style-type: none">•Describe the simple functions of the basic parts of the digestive system in humans•Identify the different types of teeth in humans and their simple functions•Construct and interpret a variety of food chains, identifying producers, predators and prey <p>Year 5</p> <ul style="list-style-type: none">•Describe the changes as humans develop to old age <p>Year 6</p> <ul style="list-style-type: none">•Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood | | <p>cycle and associate the rate of evaporation with temperature</p> <p>Year 5</p> <ul style="list-style-type: none">•Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity and response to magnets•Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution•Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals | <ul style="list-style-type: none">•Construct and interpret a variety of food chains, identifying producers, predators and prey <p>Year 6</p> <ul style="list-style-type: none">•Describe the ways in which nutrients and water are transported within animals, including humans | | |
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| | <ul style="list-style-type: none">•Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function•Describe the ways in which our bodies use nutrients | | | | | |
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