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| Year 1 | Science |
|  | Autumn topic: Everyday Materials | Spring Topic: Seasonal Changes (throughout) | Summer topic: 1. Animals, including humans 2. Plants |
| National curriculum statements | 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 some properties of everyday materials- compare and group together a variety of everyday materials based on their simple physical properties | Pupils should be taught to:- observe changes across the four seasons- observe and describe weather associated with the seasons and how day length varies | Pupils should be taught to:**1.** **Animals, including humans**- 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 a variety of common animals including pets- identify, name, draw and label the basic parts of the human body and say what part of the body is associated with each sense**2. Plants**- 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 |
| Retrieval(to support new learning) | EYFS – Explore the natural world, describe what they see hear and feel whilst outside, make observations | EYFS – Understand the effect of changing seasons on the natural world around them | EYFS – Explore the natural world making observations and drawing pictures of animals and plants |
| Knowledge statements | 1. To know there is a difference between an object and the material it is made from2. To know everything is made from a material3. To know some materials are natural and others are man-made4. To know every material has many properties and this affects the way it looks, feels and behaves5. To know that some materials are suitable for some purposes | 1. To know the 4 seasons are spring, summer, autumn and winter2. To know that colder weather comes in autumn and winter 3. To know that warmer weather comes in spring and summer4. To know the characteristic weather associated with each season5. To know that our days of sunlight are longest in summer and shortest in winter | **1. Animals, including humans**1. To know a variety of common animals2. To know the 5 main groups of animals – mammals, birds, fish, reptiles, amphibians and give examples for each3. To know key classification features for each animal group4. To know the difference between carnivores, herbivores and omnivores5. To know and label the basic parts of the human body6. To know the 5 senses and how they are used**2. Plants**1. To know the names of some common wild and garden plants2. To know a wild plant will grow by itself and does not need to be cared for3. To know deciduous trees lose their leaves in autumn and evergreen trees have leaves all year round4. To know and label the main parts of a flowering plant |
| Vocabulary | Object, material, natural, man-made, wood, metal, clay, stone, glass, paper, plastic, fabric, properties, hard, soft, shiny, dull, flexible, rigid, transparent, opaque, waterproof, absorbent | Seasons, spring, summer, autumn, winter, weather, warm, cool, hot, cold, wind, rain, sun, fog, snow, earth, orbit, tilt | 1. animal, human, classify, mammal, fish, bird, reptile, amphibian, carnivore, herbivore, omnivore, body parts, senses2. Plant, flower, vegetable, tree, wild, weed, rose, sunflower, daffodil, pansy, poppy, dandelion, daisy, buttercup, nettle, clover, carrot, bean, evergreen, deciduous, fruit, seed, root, stem, leaf, flower, trunk, branch |
| Cultural capital and local resources | Indoor and outdoor school environment | Class weather recordLocal and national weather forecasts | 1. Caring for pets Visit to Knowsley Safari Park / Chester Zoo2. School grounds and woodland Visit local woods |

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| Year R | Science |
|  | Autumn topic:  | Spring Topic:  | Summer topic:  |
| EYFS framework statements | Development Matters – Understanding the WorldExplore the natural world around them.Describe what they see, hear and feel whilst outside.Recognise some environments that are different from the one in which they live.Understand the effect of changing seasons on the natural world around them.ELG – Understanding the world – The Natural WorldExplore the natural world around them, making observations and drawing pictures of animals and plants.Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |
| Retrieval(to support new learning) |  |  |  |
| Knowledge statements |  |  |  |
| Vocabulary |  |  |  |
| Cultural capital and local resources |  |  |  |