

Year 1	Science	
	Autumn topic 1: Seasonal changes	Autumn 2 topic: Everyday materials
National curriculum statements	<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"> 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
Retrieval (to support new learning)	EYFS – observing changes through the year	EYFS – Explore the natural world, describe what they see hear and feel whilst outside, make observations
Knowledge statements	<p>Notice that changes occur across the four seasons and relate this to events in their own lives (festivals, birthdays etc.).</p> <p>Relate weather to each season and measure weather.</p> <p>Know that day length varies with each season.</p>	<p>To know there is a difference between an object and the material from which it is made</p> <p>To know how to identify and name a variety of materials</p>
Vocabulary	Season, weather, spring, summer, autumn, winter	Material, metal, plastic, fabric, wood
Cultural capital and local resources		

Year 1	Science	
	Spring topic 1: Everyday materials	Spring topic 2: Plants
National curriculum statements	<ul style="list-style-type: none"> 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 	<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
Retrieval (to support new learning)	EYFS – Explore the natural world, describe what they see hear and feel whilst outside, make observations	EYFS – lifecycles, observing changes Observe and draw animals and plants
Knowledge statements	<p>To know that materials have a variety of physical properties.</p> <p>To describe physical properties of materials.</p> <p>To know how to group everyday materials based on their properties.</p>	<p>Identify a variety of common wild and garden plants. Describe the difference between deciduous and evergreen trees.</p> <p>Describe the basic structure of a flowering plant and a tree.</p>
Vocabulary	Property, opaque, transparent, natural, man-made	Plant, seed, stem, petal, deciduous, evergreen
Cultural capital and local resources		

Year 1	Science	
	Summer topic 1: Animals Including Humans	Summer topic 2: Animals including humans
National curriculum statements	<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"> • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
Retrieval (to support new learning)	EYFS – lifecycles of animals EYFS – observe and draw plants and animals	EYFS – observe and draw plants and animals
Knowledge statements	Identify and name a variety of common animals. Identify herbivores, carnivores, and omnivores. Describe the basic structure of common animals.	Label and describe the basic human body parts. Describe how a body part is associated with a specific sense.
Vocabulary	Carnivore, herbivore, omnivore, amphibian, reptile, mammal	Sense, body, brain, eye, pupil
Cultural capital and local resources		