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| **Happiness** | **Responsibility** | | **Friendship** | | **Respect** | | **Courage** |
| **Science – Year 1** | | | | | | | |
| **Autumn Term** | | | | | | | |
| Unit | | Planning and teaching sequence | | Work Scientifically Opportunities | | National Curriculum Objectives | |
| The human body  (Biology) | | Identify and name parts of a human body | | Working scientifically − Asking simple questions and recognising that they can be answered in different ways. | | * identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense | |
| Draw and label parts of a human body | | Working scientifically – Using their observations and ideas to suggest answers to questions. | |
| Sight | | Working scientifically − Performing simple tests. | |
| Sound | | Working scientifically − Performing simple tests. | |
| Taste | | Working scientifically − Performing simple tests. | |
| Touch | | Working scientifically − Performing simple tests. | |
| Smell | | Working scientifically – Performing simple tests. | |
| Seasonal Changes  (Biology) | | Changes in autumn | | Working scientifically − Asking simple questions and recognising that they can be answered in different ways. | | * observe changes across the 4 seasons * observe and describe weather associated with the seasons and how day length varies | |
| Collect and record data | | Working scientifically – Gathering and recording data to help in answering questions. | |
| Materials  (Chemistry) | | Explore materials – wood, plastic, glass and metal | | Working scientifically − Identifying and classifying. | | * 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 | |
| Explore materials – rock | | Working scientifically – Observing closely, using simple equipment. | |
| Objects and materials | | Working scientifically − Identifying and classifying. | |
| Melt and freeze | | Working scientifically − Performing simple tests. | |
| Float or sink? | | Working scientifically − Gathering and recording data to help in answering questions. | |
| Does it absorb water? | | Working scientifically – Using their observations and ideas to suggest answers to questions. | |
| Investigate materials | | Working scientifically – Using their observations and ideas to suggest answers to questions. | |
| Seasonal changes  (Biology) | | Changes in winter | | Working scientifically – Asking simple questions and recognising that they can be answered in different ways. | | * observe changes across the 4 seasons * observe and describe weather associated with the seasons and how day length varies | |
| Collect and record data | | Working scientifically – Gathering and recording data to help in answering questions. | |
| Spring Term | | | | | | | |
| Planting A  (Biology) | | Plant - winter | | Working scientifically − Asking simple questions and recognising that they can be answered in different ways. | |  | |
| Animals  (Biology) | | Mammals | | Working scientifically – Asking simple questions and recognising that they can be answered in different ways. | | * 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) | |
| Birds | | Working scientifically − Gathering and recording data to help in answering questions. | |
| Fish | | Working scientifically – Identifying and classifying. | |
| Amphibians | | Working scientifically – Identifying and classifying. | |
| Reptiles | | Working scientifically − Using their observations and ideas to suggest answers to questions. | |
| Compare and group animals | | Working scientifically − Identifying and classifying. | |
| Carnivores | | Working scientifically − Identifying and classifying. | |
| Herbivores | | Working scientifically − Identifying and classifying. | |
| Omnivores | | Working scientifically − Identifying and classifying. | |
| Caring for the planet  (Sustainability) | | Why is it important to care for our planet? | | Working scientifically − Explore the world around them and raise their own questions (non-statutory). | |  | |
| How can we care for our planet? | | Working scientifically – Using their observations and ideas to suggest answers to questions. | |
| Seasonal changes  (Biology) | | Changes in spring | | Working scientifically − Asking simple questions and recognising that they can be answered in different ways. | | * observe changes across the 4 seasons * observe and describe weather associated with the seasons and how day length varies | |
| Collect and record data | | Working scientifically – Gathering and recording data to help in answering questions. | |
| Planting B  (Biology) | | Observe changes | | Working scientifically − Observing closely, using simple equipment. | |  | |
| Plant - spring | | Working scientifically − Gathering and recording data to help in answering questions. | |
| Summer | | | | | | | |
| Plants  (Biology) | | Plant parts | | Working scientifically – Identifying and classifying. | | * 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 | |
| Tree parts | | Working scientifically – Identifying and classifying. | |
| Wild and garden plants | | Working scientifically – Observing closely, using simple equipment | |
| Plants in my local area | | Working scientifically – Gathering and recording data to help in answering questions. | |
| Deciduous trees | | Working scientifically – Identifying and classifying. | |
| Evergreen trees | | Working scientifically – Identifying and classifying. | |
| Trees in my local area | | Working scientifically – Using their observations and ideas to suggest answers to questions. | |
| Planting C  (Biology) | | Observe changes | | Working scientifically – Observing closely, using simple equipment. | |  | |
| Plant - summer | | Working scientifically – Gathering and recording data to help in answering questions. | |
| Growing and cooking  (Sustainability) | | Where does my food come from? | | Working scientifically – Asking simple questions and recognising that they can be answered in different ways. | |  | |
| What have I planted and grown this year? | | Working scientifically – Using their observations and ideas to suggest answers to questions. | |
| Seasonal changes  (Biology) | | Changes in summer | | Working scientifically – Asking simple questions and recognising that they can be answered in different ways. | | * observe changes across the 4 seasons * observe and describe weather associated with the seasons and how day length varies | |
| Collect and record data | | Working scientifically − Gathering and recording data to help in answering questions. | |
| What are the main changes in each season? | | Working scientifically − Using their observations and ideas to suggest answers to questions. | |