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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. |