



Science Long Term Plan: Year 1

*What are the aims and intentions of this curriculum?*

Our school science curriculum is aligned to the national curriculum for science, which aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

Term	Topic	Key Learning	Vocabulary
Autumn	Animals including humans	Know and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Know and name a variety of common animals that are carnivore, herbivore and omnivore. Know and name the structure of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Know basic parts of the human body. Know which parts of the body are associated with each sense. Sort using given groups Use observations to suggest answers to questions Measure using non-standard units Answer questions developed with the teacher Perform a simple test Record observations using pictures	human, animal, head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, mammal, reptile, bird, amphibian, fish, carnivore, herbivore, omnivore.
Spring	Materials	Know the difference between an object and the material it is made from. Know the names of a variety of everyday materials, including wood, plastic, metal, water and rock. Know the simple properties of everyday materials. Know how some materials can be grouped on the basis of their simple physical properties. Notice patterns from observations Make simple comparisons Use practical resources to compare Use observations to classify Identify criteria to sort Sort using tables and simple diagrams	materials, wood, plastic, glass, metal, water, rock., describe, properties, hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, not bendy, waterproof, not waterproof, absorbent, not absorbent, opaque, transparent.



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		<p>Perform a simple test</p> <p>Answer questions developed with the teacher</p> <p>Use observations to suggest answers to questions</p> <p>Record measurements using a prepared table and pictogram</p>	
Summer	Plants	<p>Know and name common wild and garden plants (including deciduous and evergreen trees).</p> <p>Know the basic structure of common flowering plants and trees.</p> <p>Use observations to suggest answers</p> <p>Record observations using pictures and drawing</p> <p>Use practical resources to compare</p> <p>Use observations to classify</p> <p>Identify criteria to sort</p> <p>Make simple comparisons</p>	<p>leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, names of trees in local area, names of garden and wild flowering plants in the local area.</p>
Autumn Spring Summer	Seasonal changes	<p>Know there are 4 seasons.</p> <p>Know the types of weather associated with seasons.</p> <p>Know how day length varies.</p> <p>Use observations to suggest answers</p> <p>Record observations using pictures and drawing</p> <p>Make simple comparisons</p> <p>Record using a prepared table and pictogram</p> <p>Use a pictogram to suggest answers to questions</p>	<p>names of trees, names of garden/ wild plants, leaf, trunk, bark, branches, berries, seed and plant growth, weather (sunny, rainy, windy, snowy etc.) , seasons (winter, summer, spring, autumn), sun, sunrise, sunset, day length.</p>