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| **Science**  **(Year 1 Scheme)** | | |
| **Term 1.1**  Forces and Space – seasonal changes | | |
| Vocabulary | Knowledge | Objectives |
| deciduous tree  evergreen tree  season  sunrise  sunset temperature  thermometer | Name the four seasons in order and describe the typical weather in each.  Name some activities and events in the four seasons.  Describe the appearance of a tree’s leaves in each season.  Recall that summer has the most daylight hours and winter has the least daylight hours.  Record data about the temperature across the four seasons.  Label a map of the UK with capital cities and seasonal weather symbols.  Complete a pictogram and use it to answer simple questions.  Record data about the temperature across the four seasons | 1. To identify how the weather changes across the four seasons. 2. To identify events and activities that take place in different seasons. 3. To recognise how trees change across the four seasons. 4. To recognise that daylight hours change across the four seasons. Working scientifically: To record data in a pictogram. 5. To observe changes across the four seasons. Working scientifically To gather and record data about how seasons change over time. 6. To plan and carry out a weather report. |
| **Term 1.2**  Materials – Everyday materials | | |
| Vocabulary | Knowledge | Objectives |
| absorbent  material  object  opaque  property  transparent | Name objects and identify the materials they are made from.  Recognise that objects are made from materials that suit their purpose.  Recall that a property is how a material can be described.  Sort objects based on the materials they are made from.  Group objects based on their properties.  Suggest ways to test materials for their properties.  Make predictions and recognise whether they were accurate.  Use their observations to answer questions. Begin to recognise if a test is fair. | 1. To identify everyday materials. Working scientifically To sort objects into groups based on the materials they are made from. 2. To recognise the difference between objects and materials. 3. To describe the properties of materials. 4. To group materials based on their properties (absorbency). Working scientifically: To make observations and record data. 5. To group materials based on their properties (waterproofness). Working scientifically To plan a test and suggest what might happen. 6. To group materials based on their properties (toughness). Working scientifically To answer questions based on results. |
| **Term 2.1**  Animals – sensitive bodies | | |
| Vocabulary | Knowledge | Objectives |
| bitter  compare  data  direction  distance  feeling  investigation | Draw and label human body parts.  Identify the body parts associated with each sense.  Compare and group body parts.  Begin to recognise patterns in data and use these to answer questions.  Record data in a table.  Measure using non-standard units. | 1. To name parts of the human body. Working scientifically To sort body parts into groups. 2. To name the body parts used for each sense. Working scientifically To spot patterns in data. 3. To identify the body parts used for the sense of taste and touch. Working scientifically To use the senses to make observations. 4. To identify the body parts used for the sense of smell and sight. Science in action To recognise that scientists are always making new discoveries. 5. To identify the body part used for the sense of hearing. Working scientifically To investigate how sound changes as you move further away. 6. To recognise how the senses are used in everyday life. Science in action To recognise the importance of the senses in certain jobs. |
| **Term 2.2**  Animals – comparing animals | | |
| Vocabulary | Knowledge | Objectives |
| amphibian  bird  carnivore  feature  fish  herbivore | Name and describe the physical features of a range of animals.  Sort animals into groups based on their similarities and differences.  Identify characteristics specific to mammals, birds, reptiles, amphibians and fish.  Recall the diets of carnivores, herbivores and omnivores.  Use a non-fiction text to find out about specific animals’ diets.  Recognise that there are different ways to gather data.  Record data in a block graph and use this to answer questions.  Recognise what the scientist Jane Goodall was known for.  Recall some of Jane Goodall’s key findings. | 1. To identify and group animals. 2. To describe a variety of animals. 3. To compare the features of animals. 4. To identify animals that are carnivores, herbivores and omnivores. Working scientifically To research using nonfiction texts. 5. To recognise animals that make suitable pets. Working scientifically To gather and record data to help in answering questions. 6. To describe and compare the structure of animals. Science in action To know about famous scientists throughout history. |
| **Term 3.1**  Plants: Introduction to plants  Making connections – investigating science through stories (This unit pulls objectives and knowledge from across this academic year for the children to apply in an experiment.) | | |
| Vocabulary | Knowledge | Objectives |
| data  diagram  edible  fruit  flower  growth  investigation  measure | Identify plants and their features.  Recall some of the roles that flowering plant parts have.  Name some trees and their parts.  Identify similarities and differences between deciduous and evergreen leaves.  Recall that seeds and bulbs come from plants.  Recognise that seeds need water for growth.  Raise questions about plants and respond to suggestions on how to set up an investigation to answer a question.  Use a magnifying glass to observe the different parts of flowering plants.  Draw and label a diagram of a flowering plant.  Use an identification chart to name flowering plants.  Sort plants into groups based on specific criteria. Use non-standard units to measure leaf length.  Recognise similarities and differences in seeds and bulbs.  Recognise that predictions do not always match observations.  Identify which plant parts can be eaten.  Recognise that scientific research into plants leads to important discoveries. | 1. To identify plants in the school grounds. Working scientifically To plan an investigation. 2. To identify parts of a flowering plant. Working scientifically To draw and label a diagram. 3. To identify and name wild and garden plants. Working scientifically To sort flowers into groups. 4. To identify and name deciduous and evergreen trees. Working scientifically To measure and compare leaves. 5. To recognise that new plants come from seeds and bulbs. Working scientifically To recognise that observations do not always match predictions. 6. Science in action To recognise the importance of a scientist’s role. Working scientifically To use observations to find answers to questions. |
| **Term 3.2**  Making connections – investigating science through stories  This unit pulls objectives and knowledge from across this academic year for the children to apply in an experiment. | | |