

St Anne's C of E Primary School Curriculum Plan

Subject: Science

Year: 1

Term: Autumn 1



Unit: Exploring Everyday Materials 1



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>material - anything that is used to make something else. fabric - a piece of cloth. wood - a material that comes from trees. plastic - a man made material that can be melted to change its shape. metal - a shiny and strong material that is found in the ground. property - a characteristic of something. opaque - not letting light pass through. transparent - see through. stiff - not easily bent. dull - not shiny.</p>	<p>(Identify and name) a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>the simple physical properties of a variety of everyday materials.</p> <p>what material an object is made from.</p>	<p>what a material is.</p> <p>the difference between an object and the material it is made from.</p> <p>different objects can be made from the same material. all objects are made from materials.</p>	<p>Question Plan Predict if an object will float or sink. Set-up Perform simple tests Observe Record Compare and group together a variety of everyday materials on the basis of their simple physical properties. Compare materials that are absorbent and not absorbent Identify and classify Gather and record data to help answer questions.</p>

<p>object - something that can be seen and touched.</p> <p>rubber - a natural material that comes from plants.</p> <p>polyester - a man-made fibre.</p> <p>brick - a hard material that is used to build walls.</p> <p>glass - a transparent material.</p> <p>elastic - something that is stretchy.</p> <p>factory - a building where objects are made by machines.</p> <p>man-made - made by human beings.</p> <p>natural - made by nature and not man-made.</p> <p>submerge - cause (something) to be under water.</p> <p>float - to stay on the surface of water.</p> <p>predict - to make a guess about what might happen</p> <p>buoyant - to float and stay on the surface of water.</p> <p>sink - to fall downwards when placed in water.</p>	<p>simple descriptions of everyday materials with their properties.</p> <p>(Identify) natural and manmade materials.</p> <p>(Identify) if an object will float or sink.</p> <p>the difference between absorbent and not absorbent.</p>	<p>why materials are chosen for particular objects.</p> <p>some materials are natural and some are man-made. natural and man-made materials are used for different purposes.</p> <p>some objects float and some objects sink.</p> <p>some materials soak up water. non-absorbent materials are used in objects that need to be waterproof.</p>	<p>Conclude Use their observations and ideas to suggest answers to questions.</p> <p>Evaluate</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: Science

Year: 1

Term: Autumn 2



Unit: Seasonal Changes



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>season - one of 4 parts of the year; spring, summer, autumn and winter</p> <p>spring - a season between March and May.</p> <p>summer - a season between June and August.</p> <p>autumn - a season between September and November.</p> <p>winter - a season between December and February.</p> <p>hibernate - to sleep through the winter.</p> <p>protect - to keep safe from danger.</p> <p>harvest - the picking of crops.</p> <p>sleet - a mix of rain and snow.</p> <p>temperature - how warm or cool something is.</p>	<p>(name) the four seasons.</p>	<p>there are 4 seasons.</p> <p>what changes the seasons bring.</p> <p>the different weather that happens in each season.</p> <p>the days get shorter in autumn and winter.</p>	<p>Question Plan Set-up Perform simple tests</p> <p>Observe observe changes across the four seasons. make comparisons between winter and spring make comparisons between winter and summer. observe and describe weather associated with the seasons and how day length varies. make comparisons about the amount of rainfall over 5 weeks</p> <p>Record identify and classify.</p>

<p>heatwave - high temperatures for several days.</p> <p>sun protection - cream or lotion that protects the skin from burning in the sun.</p> <p>warm - a comfortable high temperature.</p> <p>frost - temperature cold enough to cause freezing.</p> <p>temperature - how warm or cool something is.</p> <p>weather - the conditions and temperature outside.</p> <p>chick - a baby bird.</p> <p>grow - become larger.</p> <p>changes - to become different.</p> <p>compare - explain what is the same and what is different.</p>			<p>gather and record data to help in answering questions.</p> <p>draw a graph to show the amount of rainfall over 5 weeks</p> <p>Conclude</p> <p>use their observations and ideas to suggest answers to questions.</p> <p>draw a graph and write a conclusion explaining my results</p> <p>Evaluate</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: Science

Year: 1

Term: Spring 1



Unit: Animals, including humans- All about Me



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>head - the top part of a human or an animal's body</p> <p>body - the whole of a human or animal, including the head, brain, heart, legs and arms.</p> <p>skeleton - all the bones in a human or animal body.</p> <p>skin - the thin organ covering the whole body of a human or animal.</p> <p>joint - parts of our arm or leg, such as knees and elbows, which help us to move.</p> <p>limb - an arm or a leg.</p> <p>brain - the control centre of the body.</p> <p>pupil - the black spot in the middle of the eye that lets in light, colour and shapes.</p>	<p>the basic parts of the human body.</p> <p>the basic parts of the eye and their function.</p> <p>our ears help us tell the direction sound is coming from.</p> <p>our tongue allows us to taste.</p> <p>our fingertips are sensitive to touch.</p> <p>our nose allows us to smell.</p> <p>our sense of smell helps to keep us safe.</p>	<p>which part of the human body is associated with each sense.</p> <p>our eyes allow us to see.</p> <p>our ears allow us to hear.</p> <p>sound is made up of vibrations.</p> <p>our sense of taste is important.</p> <p>our skin helps us to feel.</p> <p>our sense of touch can identify different textures.</p> <p>we can smell many different flavours.</p>	<p>Question Plan</p> <p>Set-up Perform simple tests</p> <p>Observe</p> <p>Record Identify and classify Gather and record data to help answer questions. Identify, name, draw and label the basic parts of the human body.</p> <p>Conclude use their observations and ideas to suggest answers to questions.</p> <p>Evaluate</p>

<p>ear - the organs, or body parts, in humans and many other animals that allow them to hear.</p> <p>sound - vibrations, or sound waves, that we can hear.</p> <p>vibration - to quickly move back and forth.</p> <p>sign language - a way of communicating by using the hands and other parts of the body.</p> <p>tongue - moving organ in the mouth that is used for talking, tasting, eating and licking.</p> <p>taste - the sense by which sweet, sour, bitter, or salty flavours are detected through taste buds in the tongue.</p>			
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St Anne's C of E Primary School Curriculum Plan

Subject: Science

Year: 1

Term: Spring 2



Unit: Exploring Everyday Materials 2



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>strong - not easy to break. solid - an object that has a firm shape. transparent - see through opaque - not letting light pass through. suitable - is right for a purpose. window pane - the glass in a window. window frame - the outer part of the window that holds the glass in place. clay - a natural material found in the ground. brick - a hard material that is used to build walls. roof - the top of a house.</p>	<p>the simple physical properties of everyday material.</p> <p>name some materials used in building a house.</p> <p>what materials are waterproof.</p>	<p>glass is transparent. why glass is used to make windows. the properties of fabric. a variety of materials are sometimes used to make one object. there are different types of fabrics different fabrics have different properties. different fabrics have specific uses. (why) specific materials are used to make furniture.</p> <p>the suitability of materials used in building a house.</p> <p>what waterproof means.</p>	<p>Question Plan Set-up Perform simple tests Observe Describe the simple physical properties of materials used in building a house. Explain why glass is the best material to use for windows and why other materials might be unsuitable. Explain the uses of materials and why they are suitable. Record Identify and classify Compare and group together a variety of everyday materials on</p>

<p>slate - a natural material found in the ground and is used to build roofs.</p> <p>non-absorbent - not able to soak up water and is waterproof.</p> <p>waterproof - to not let water pass through.</p> <p>absorbent - to soak up water.</p> <p>cotton - a type of soft fabric which is often used to make clothes.</p> <p>wool - a type of fabric that comes from sheep.</p> <p>wind - type of weather that blows things around.</p> <p>fabric -a piece of cloth.</p> <p>furniture - objects that are used in a house, such as tables or chairs.</p> <p>cotton - a type of soft fabric often used to make clothes.</p> <p>mattress -the soft part of a bed that is slept on.</p> <p>soft - easy to bend and not hard.</p> <p>weather - natural occurrences, such as rain, snow and wind.</p>		<p>why the roof of a house needs to be waterproof.</p>	<p>the basis of their simple physical properties.</p> <p>Conclude Use their observations and ideas to suggest answers to questions.</p> <p>Evaluate</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: Science

Year: 1

Term: Summer 1



Unit: Plants



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>seed - the small part of a plant which grows into a new plant.</p> <p>seedling - a very small plant that has just grown out of the soil.</p> <p>plant - a living thing that has roots, a stem or trunk and leaves.</p> <p>stem - part of a plant that supports a flower</p> <p>petal - a leaf that forms part of a flower and is usually coloured.</p> <p>weed - a type of plant that grows and is not wanted, particularly in gardens or among crops.</p> <p>daisy - a small wildflower with a yellow centre and white petals.</p> <p>dandelion - a common plant with bright yellow flowers and leaves with points along the edges.</p> <p>adult plant - a grown plant that produces seeds or bulbs.</p>	<p>(how) to identify a plant.</p> <p>(some) common names of flowers and plant structures including seeds.</p> <p>the basic structure of a variety of common flowering plants, including trees.</p> <p>a variety of common wild and garden plants.</p> <p>a variety of deciduous and evergreen trees.</p> <p>deciduous trees change throughout the year.</p>	<p>similarities and differences between 2 flowering plants.</p> <p>plants are a source of food.</p> <p>(how) plants change over time.</p> <p>(how) a deciduous tree changes through the year.</p> <p>make comparisons between a deciduous tree and an evergreen tree</p>	<p>Question ask simple questions and recognise that they can be answered in different ways.</p> <p>Plan predict what might happen to their seed.</p> <p>Set-up Observe observe the growth of planted flowers. describe the basic structure of a variety of common flowering plants, including trees. correctly label parts of a plant. correctly label parts of a tree. make careful observations. observe closely, using simple equipment.</p> <p>Record identify and classify.</p>

<p>young plant - a small plant that is not yet fully grown.</p> <p>growth - the process of growing.</p> <p>wild - flowers that are not planted by a person but have spread their own seeds.</p> <p>tree - a large, woody plant with a trunk and branches.</p> <p>oak - a variety of tree with large leaves and acorns.</p> <p>deciduous - trees that drop their leaves every year</p> <p>evergreen - trees that keep their leaves all year round.</p> <p>seasons - changes in weather and temperature throughout the year. There are four seasons: winter, spring, summer and autumn</p> <p>bush - a low plant with many woody branches.</p> <p>branch - a woody part of a tree or bush that grows out from the trunk.</p> <p>fruit - part of a plant that has seeds</p> <p>vegetable - part of a plant that can be eaten</p> <p>predict - to guess what might happen.</p> <p>observe - to watch something happen.</p>			<p>keep records of how plants change over time.</p> <p>measure the height of a plant and record how much it has grown.</p> <p>explain how to plant a seed.</p> <p>group plants according to their features.</p> <p>gather and record data to help answer questions.</p> <p>record their ideas and provide explanations.</p> <p>record their findings in a table.</p> <p>Conclude</p> <p>using their observations and ideas to suggest answers to questions.</p> <p>Evaluate</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: Science

Year: 1

Term: Summer 2



Unit: All about Animals



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>fish - an animal that lives in water and has fins for swimming and gills for breathing.</p> <p>amphibian - a cold-blooded animal that spends some time on land and in water.</p> <p>reptile - a cold-blooded animal that usually has the skin covered with scales or bony plates.</p> <p>mammal - a warm-blooded animal with a skeleton inside its body that grows hair or fur on this skin; mammal mothers produce milk to feed their babies.</p> <p>bird - an animal with a backbone that has feathers, wings and a beak.</p> <p>hatchling - a recently hatched animal.</p> <p>herbivore - an animal that only eats plants.</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify the 5 groups of animals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Some animals are wild and some are kept as pets.</p>	<p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>The key characteristics of the 5 animal groups.</p> <p>animals eat different foods. the difference between herbivores, carnivores and omnivores.</p> <p>the needs of a pet.</p>	<p>Question Asking simple questions and recognise that they can be answered in different ways.</p> <p>Plan</p> <p>Set-up</p> <p>Observe Observe closely, using simple equipment.</p> <p>Record identify and classify. gather and record data to help answer questions.</p> <p>Conclude Use their observations and ideas to suggest answers to questions.</p> <p>Evaluate group animals based on their diet.</p>

<p>carnivore - an animal that only eats meat.</p> <p>omnivore - an animal that eats both plants and meat.</p> <p>predator - an animal that hunts other animals for food.</p> <p>canines - the pointed teeth found between the front teeth of most mammals.</p> <p>feather - soft part of a bird that covers the body.</p> <p>warm-blooded - having a warm body temperature that does not change with the temperature of the air.</p> <p>cold-blooded - having a body temperature that changes depending on the temperature of the air or water.</p> <p>characteristic -typical of a person, thing or group.</p> <p>backbone - the column of bones in the back protecting the spinal cord.</p> <p>gills - an organ for taking oxygen from water.</p> <p>scale - a thin, hard plate that covers the body.</p> <p>pet - an animal that lives with humans.</p> <p>wild - living in nature.</p> <p>shelter - protection from weather or danger.</p> <p>veterinary - a place to take sick animals.</p> <p>natural - part of nature; not made or living with humans.</p> <p>climate - the usual weather in a place.</p>			<p>sort animals into those that are wild and those that are suitable for a pet.</p>
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