

SCIENCE CURRICULUM OVERVIEW LINKED TO NATIONAL CURRICULUM.

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Plants	Animals Including Humans	Animals Including Humans	Every day materials	Every day materials	Seasonal Changes
<p>Working Scientifically ks1w1: asking simple questions and recognising that they can be answered in different ways ks1w2: observing closely, using simple equipment ks1w3: performing simple tests ks1w4: identifying and classifying ks1w5: using their observations and ideas to suggest answers to questions ks1w6: gathering and recording data to help in answering questions</p>	<p>Children learn that bulbs and seeds can grow into mature plants. They match 5 trees and plants to their bulbs or seeds in a cut and stick activity. They identify whether they are looking at a bulb or a seed</p>	<p>Children play a 2-player game where they draw cards, challenging them to group animals in a variety of ways. Challenge cards include properties such as 'animals with a skeleton on the inside' and 'animals with feathers'</p>		<p>Children learn about the difference between objects and materials. They use a word bank to select the correct object and material for 8 pictures.</p>		<p>Children use data from a simple table to create a pictogram. They cut and paste the images provided or draw their own symbols</p>
	<p>Children use a word bank and pictures to identify 9 common garden plants. They think about ways of grouping the plants, and consider whether they have seen them before.</p>	<p>Children learn that mammals give birth to live young. They sort 9 pictures into 2 groups - mammals and non-mammals. They consider what else the mammals have in common</p>		<p>Children use a word bank to identify the material that 14 different objects are made from.</p>	<p>Children place the seasons and months of the year in order. They use this information to create a disc showing the sequence of seasons and months.</p>	
<p>Knowledge and Understanding Statutory Requirement 1a1: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees 1a2: Identify and describe the basic structure of a variety of common flowering plants, including trees 1b1: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals 1b2: Identify and name a variety of common animals that are carnivores, herbivores and omnivores 1b3: Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) 1b4: Identify, name, draw and label the basic parts of</p>	<p>Children use a word bank and pictures to identify common wild plants. They explore ways of grouping them and think about whether or not they have seen them before</p>	<p>Children learn about 5 groups of animals - birds, mammals, reptiles, fish and amphibians. They place 18 pictures in the correct animal groups. A description is provided for each animal group</p>		<p>Children choose 18 objects from around the classroom. They draw a picture, name the object and identify the material. They cut and sort the objects by material</p>		<p>Children look at 9 different events from throughout the year. They place them in the right season.</p>
	<p>Children use a word bank and pictures to identify common trees, with reference to their shape, leaves, fruit and seeds. They think about whether the trees lose their leaves or not in the autumn and whether or not the trees are familiar</p>	<p>Children match 6 different animals to examples of their food. They consider whether animals eat plants or other animals. Children explore patterns, such as animals eating the same type of food</p>		<p>Children choose 10 objects from around the classroom. They sort them according to their properties - bendy/not bendy, hard/soft, transparent/opaque.</p>	<p>Children look at 25 different items of clothing. They match them to the correct season.</p>	
	<p>Children use a tally chart to investigate the local area and find out how many of 5 different plants there are. They show their results on a simple pictogram. They perform some data handling and analysis, considering which plant was the most common.</p>	<p>Children learn about carnivores (animals that only eat meat), herbivores (animals that only eat plants) and omnivores (animals that eat both meat and plants). They place 12 different animals in the correct groups, depending on whether they are</p>		<p>Children carry out an investigation into whether 5 objects from around the classroom float or sink. They record their results on a simple table</p>	<p>Children look at 9 pictures of plants at different times of the year. They match them to the correct season.</p>	

SCIENCE CURRICULUM OVERVIEW LINKED TO NATIONAL CURRICULUM.

<p>the human body and say what part of the body is associated with which sense 1c1: Distinguish between an object and the material from which it is made 1c2: Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock 1c3: Describe the simple physical properties of a variety of materials 1c4: Compare and group together a variety of everyday materials on the basis of their simple physical properties 1d1: Observe changes across the four seasons 1d2: Observe and describe weather associated with the seasons and how day length varies</p>		<p>carnivores, herbivores or omnivores.</p>				
	<p>Children colour and label the four main parts of a flowering plant - flower, stem, leaf and roots. They discuss the function of each of the four parts</p>	<p>Children use a word bank to help them label the body parts of 12 different animals. There are 20 different body parts in the word bank, including head, tail, beak, leg and wing</p>		<p>Children work with a partner. They use 9 challenge cards to sort around 10 objects from around the classroom.</p>		<p>Children look at 6 pictures of different types of weather. They cut and paste the correct description, or write their own.</p>
	<p>Children label the 4 main parts of a daisy plant (flower, stem, roots and leaves) and explain their function by cutting and pasting simple descriptions.</p>	<p>Children use a word bank to help them to label 3 bodies - a baby, a boy and a man. Body parts in the word bank include head, neck, arm, elbow, leg, knee, face, ear, eye, hair, mouth and teeth.</p>		<p>Children use a word bank to think of the best material to use in 8 different situations. They draw a picture of each object, and identify the material and its desirable properties</p>		<p>Children look at 4 different types of weather and match them to the seasons where they are most likely to see them. They draw another picture of typical weather in each season.</p>
	<p>Children use a word bank to label the different parts of a range of plants. The parts include petals, roots, stem, leaves, trunk, branch, seed, flower, fruit and bulb.</p>	<p>Children use a word bank to label a diagram, showing what part of the body is associated with each sense - sight, hearing, taste, touch and smell. They learn that the sense of touch is associated with the whole body, rather than a particular organ</p>		<p>Children carry out an investigation to find out which is the most absorbent of 4 materials. They use a table to order their results and use them to answer the question.</p>		<p>Children match 4 timelines showing the Sun's position in the sky to their respective seasons.</p>