



## Science Year 1 Scheme of Work

### Statutory requirements (National Curriculum)

### Suggested activities

Autumn Term

Spring Term

Summer Term

#### Plants

- 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

On-going

Plant a seed and complete a flower diary over a period of time to observe changes and growth and to understand the basic needs of a flowering plant.

Complete a learning walk of flowering and non-flowering plants around the school grounds.

Complete a learning walk to observe trees around the school grounds and discuss whether these trees are deciduous or evergreen across the seasons.

Complete life cycles of flowering plants, deciduous and evergreen trees across the four seasons.

Use real life plants to observe and identify the basic structures of plants and discuss the jobs of each of these parts.

Use and explain vocabulary around plants.

	<p>Complete experiments to observe and investigate the needs of a plant and observe and discuss the changes and what happens to plants if they do not have what they need to survive.</p> <p>Complete observational drawings of plants and rubbings of different leaves.</p> <p>Observe real life and images of common garden and wild flowers.</p> <p>Sort, group and discuss a variety of common wild and garden flowers.</p>
<p><b><u>Animals including Humans</u></b></p> <ul style="list-style-type: none"> <li>• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>	<p>Trip to Reaseheath Zoo to observe, identify and discuss different group of animals.</p> <p>Compare and group images of animals from different groups.</p> <p>Identify and sort images of animals according to their features (such as mammals – animals with hair and those with exceptions etc)</p> <p>Learn and apply key words in relation to features of animals in different groups.</p> <p>Label and describe the structures and features of animals in different groups.</p> <p>Observe, identify and sort animals that are carnivores, herbivores and omnivores using real animals (Reaseheath) and images.</p>

	<p>Group animals into herbivores, omnivores and carnivores according to their features.</p> <p>Observe parts of the body on humans and label images of a real human body.</p> <p>Understand the basic parts of a human body and be able to locate these on a real body, using images and drawing parts in the correct place on a body.</p> <p>Locate and identify the part of the body used for each sense.</p> <p>Practically apply own senses in experiments and in observations.</p>
<p><b><u>Everyday Materials</u></b></p> <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>	<p>Use and explain new vocabulary related to materials.</p> <p>Use images, drawings and real objects to identify materials; distinguishing the object from the material it is made from.</p> <p>Observe, use and compare real life objects and materials to identify and test properties of different materials.</p> <p>Use real life materials to complete simple tests to test for waterproof and non-waterproof materials.</p> <p>Complete a science experiment finding the best material for curtains.</p> <p>Record findings in tables and discuss findings either verbally or in writing; commenting on the most and least waterproof materials.</p>

	<p>Understand and complete fair tests when completing experiments.</p> <p>Investigate, discuss and perform simple experiments to discover suitability of materials for different uses; such as waterproof/non-waterproof, transparent/opaque.</p> <p>Make predictions and record results in a table.</p> <p>Use real life materials to complete simple tests to test for transparent and opaque materials.</p> <p>Use real life materials and images of materials to investigate natural and man-made materials.</p>
<p><b><u>Seasonal Changes</u></b></p> <ul style="list-style-type: none"> <li>• observe changes across the four seasons</li> <li>• observe and describe weather associated with the seasons and how day length varies</li> </ul>	<p><b><u>On- going</u></b></p> <p>Visit the class tree over each season to observe and discuss changes over the seasons.</p> <p>Complete a weather diary to observe changes in weather patterns over the seasons.</p> <p>Every day season/weather chart in the classroom.</p>