

Y1 Science			TERM 1A		TERM 1B		TERM 2A		TERM 2B		TERM 3A		TERM 3B	
	Working scientifically		Everyday materials		Light and dark Seasonal change		Animals Visits: Animal Man visitor, London Zoo and Kew Gardens		Ourselves		Growing plants Visits: Kew Gardens, Seasonal walks to Vine Park throughout the year (observing changes etc)		Sound and hearing	
	Key knowledge	Key skills	Key knowledge	Key skills	Key knowledge	Key skills	Key knowledge	Key skills	Key knowledge	Key skills	Key knowledge	Key skills	Key knowledge	Key skills
	<p>To know how to ask simple questions and recognising that they can be answered in different ways.</p> <p>To know how to observe closely, using simple equipment.</p> <p>To know how to perform simple tests.</p> <p>To know how to identify and classify.</p> <p>To know how to gather and record data to help in answering questions.</p> <p>To know how to use their observations and ideas to suggest answers to questions.</p> <p><b>Trips and visits</b> Animal Man visitor.</p> <p>Visit to London Zoo.</p> <p>Trip to Kew Gardens.</p> <p>Seasonal walks to Vine Park throughout the year (observing changes etc).</p>	<p>To be able to fair test to describe and compare a variety of different smells, identifying which are the most and least liked by the class.</p>	<p>To know a material may be rough or smooth, bumpy or uneven, waterproof or not waterproof, absorbent or not absorbent, hard or soft, opaque or transparent.</p> <p>To know materials are natural or they are made.</p> <p>To know natural materials are changed by people into lots of useful things.</p> <p>To know people mix natural materials to make new ones.</p>	<p>To be able to distinguish between an object and the material from which it is made.</p> <p>To be able to identify and name a variety of everyday materials, including wood, plastic, glass, brick, metal, water, and rock.</p> <p>To be able to describe the simple physical properties of a variety of everyday materials.</p> <p>To be able to compare and group together a variety of everyday materials based on their simple physical properties.</p> <p>To be able to complete a fair test to see which materials are waterproof and which kind of paper is best for writing on.</p> <p>To be able to do observational drawings of fabric using simple equipment.</p>	<p>To know darkness is the absence of light.</p> <p>To know a light source is a device that gives out light.</p> <p>To know a reflector is a device that reflects light.</p> <p>To know transparent materials let light pass through them in straight lines so that you can see clearly through.</p> <p>To know a shadow is the dark shape made when something blocks light from a light source.</p> <p>To know there are four seasons called spring, summer, autumn and winter which are marked by different weather.</p> <p>To know weather is the day to day conditions of a place.</p> <p>To know temperature is a degree of how hot or cold something is.</p>	<p>To be able to identify different light sources, including the Sun.</p> <p>To be able to fair test to see which objects are light sources and which are not.</p> <p>To be able to fair test to investigate shadows.</p> <p>To be able to observe changes across the four seasons.</p> <p>To be able to observe and describe weather associated with the seasons and how day length varies.</p>	<p>To know vertebrates are animals with a backbone.</p> <p>To know invertebrates are animals without a backbone.</p> <p>To know animals can be grouped according to their similarities and differences.</p> <p>To know animals can be divided into five main groups: mammals, reptiles, birds, amphibians and fish.</p> <p>To know herbivores are animals that only eat plants.</p> <p>To know carnivores are animals that only eat other animals.</p> <p>To know omnivores are animals that eat both plants and animals.</p> <p>To know mammals are warm-blooded animals with hair or fur and can produce milk to feed their young.</p> <p>To know birds are warm-blooded animals with feathers, wings and beaks. They lay eggs.</p> <p>To know reptiles are animals that have dry scaly skin and are cold-blooded.</p> <p>To know amphibians are animals that live both in water and</p>	<p>To be able to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>To be able to identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>To be able to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p>	<p>To know humans have five senses – taste, hearing, smell, sight and touch.</p> <p>To know taste is associated with tongue and mouth.</p> <p>To know hearing is associated with ears.</p> <p>To know smell is associated with the nose.</p> <p>To know sight is associated with eyes.</p> <p>To know how to name the private parts of the body.</p> <p>To know the sense of touch is located all over the body, the skin being one large sensory organ.</p>	<p>To be able to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>To be able to fair test to describe and compare a variety of different smells, identifying which are the most and least liked by the class.</p>	<p>To know the main parts of a plant are roots, stems, leaves and flowers.</p> <p>To know the main parts of a tree are the trunk, roots, leaves, and sometimes fruit and blossom.</p> <p>To know roots anchor the plant in the soil and absorb water and minerals.</p> <p>To know stems keep the plant upright by supporting the leaves, flowers and fruit.</p> <p>To know leaves make food for the plant.</p> <p>To know flowers are the reproductive organs of the plant.</p> <p>To know deciduous plants lose their leaves in the autumn.</p> <p>To know evergreen plants stay leafy all year around.</p>	<p>To be able to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>To be able to identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>To be able to observe closely and draw and label plants.</p>	<p>To know sound is a type of energy.</p> <p>To know sounds are created by vibrations.</p> <p>To know the louder the sound the bigger the vibration.</p> <p>To know vibration is a quick movement back and forth.</p> <p>To know sound waves are vibrations travelling from a sound source.</p> <p>To know volume is the loudness of a sound.</p> <p>To know pitch is how high or low a sound is.</p> <p>To know the eardrum is a part of the ear which is a thin, tough layer of tissue that is stretched out like a drum skin.</p> <p>To know sound waves make the eardrum vibrate.</p>	<p>To be able to understand that there are many kinds of sound and sources of sound.</p> <p>To be able to understand that sounds travel away from sources, getting fainter as they do so.</p> <p>To be able to describe that sounds are heard when they enter the ear.</p> <p>To be able to fair test to investigate ‘What happens to a sound as we move further away?’</p>

							on land. They have smooth skin.  To know fish are animals that live in water and breathe through gills. They have scales.							
			<b>Key vocabulary (tier 2)</b> brick compare different glass hard material metal object plastic properties similar soft soft characteristics wood	<b>Key vocabulary (tier 3)</b> absorbent climate manmade material natural material opaque transparent waterproof	<b>Key vocabulary (tier 2)</b> autumn climate darkness fair test forecast investigate reflection season shadow spring summer temperature weather winter	<b>Key vocabulary (tier 3)</b> light source opaque reflector transparent	<b>Key vocabulary (tier 2)</b> animals birds environment fish group sort	<b>Key vocabulary (tier 3)</b> amphibians carnivores characteristics herbivores mammals omnivores reptiles	<b>Key vocabulary (tier 2)</b> arms body characteristics feet hands hearing legs private parts sight smell sort taste touch	<b>Key vocabulary (tier 3)</b> bitter nipples penis sour sweet testicles vagina vulva	<b>Key vocabulary (tier 2)</b> flower fruit garden plant leaves petal seed stem	<b>Key vocabulary (tier 3)</b> bulb deciduous evergreen root	<b>Key vocabulary (tier 2)</b> bigger drum explore high loud(er) low observe predict quiet(er) smaller sound volume	<b>Key vocabulary (tier 3)</b> absence eardrum faint pitch reflection reflector sound waves tissue vibration