

# Year 1 Scheme of Work – Science

Unit	Time (Wks)	Activities	Outcomes	Differentiation	Assessment	NC Links	Other Subject Link
<p><b>Previous learning:</b> Reception – In EYFS, children would have begun to learn about the effects of changing seasons on the natural world around them. From this, children should be able to give examples of types of weather and activities that might be done during different seasons.</p>				<p><b>Next learning:</b> Children will continue to explore seasonal changes in their Y1 Seasonal Changes – Spring and Summer unit. In year 2, children will link their knowledge of seasonal changes to their learning on plant growth, living things and their habitats and properties of materials. Children will continue to build on this knowledge when they learn how the weather impacts the habitats of living things, including those in their local area, in their Y3 Plants and Y4 Living Things and Their Habitats units.</p>			
1.1 Seasonal Changes – Autumn and Winter	6-8	<p>L1 - To know how things change between the seasons.            L2 - To identify seasonal changes.            L3 - To know how things change between the seasons.            L4 - To investigate wind direction.            L5 - To observe and describe the weather.            L6 - To use results to help answer a question. To identify differences between the four seasons.</p>	<ul style="list-style-type: none"> <li>- Explain some of the changes across the summer and autumn seasons including the weather, clothing and activities that might be done.</li> <li>- Identify a number of signs of autumn, including the weather, clothes, plants and animals.</li> <li>- Understand that some animals need to change in order to survive the winter weather; describe the ways that animals survive the winter and can name some of the animals that may need to hibernate, migrate or adapt.</li> <li>- Understand that different types of weather can be seen within different seasons and that they may observe a variety of weather types within a single season.</li> <li>- Describe the current weather and say whether it is typical of the season.</li> <li>- Understand and are able to explain the differences between the four seasons, giving examples of things from each season.</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>- Identify some of the things associated with summer and autumn; group things together within the same season.</li> <li>- Identify some signs of autumn; say what things found in nature are related to each season.</li> <li>- Identify animals that need to hibernate, migrate or adapt in a different way in order to survive the winter weather.</li> <li>- Answer a scientific question by making careful observations; correctly use simple equipment to help them observe the weather.</li> <li>- Record careful observations of the weather and use this to help them to answer scientific questions.</li> <li>- Give simple answers to a scientific question using their results and observations.</li> <li>- Sort and classify things into the correct season.</li> </ul>	<ul style="list-style-type: none"> <li>- Modelling</li> <li>- Pair work</li> <li>- Field Trip</li> <li>- Knowledge organiser</li> </ul>	<p>Continuous throughout.</p> <p>Observations</p> <p>Discussions</p> <p>Working scientifically</p>	<p>Observe changes across the four seasons.</p> <p>Identifying and classifying.</p> <p>Observe and describe weather associated with the seasons.</p> <p>Observing closely, using simple equipment.</p> <p>Gathering and recording data to help in answering questions.</p> <p>Using their observations and ideas to suggest answers to questions.</p>	<p>Islamic Studies – Allah created the seasons</p>

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Previous learning: Reception – life cycles, mini beasts			Next learning: Y2 – stages of human/animal timeline; how animals get air/food/water; exercise and diet; hygiene				
1.2 Animals including Humans	6	<p>L1 - Identify and name some common animals.</p> <p>L2 - Describe and compare the structure of a variety of common animals.</p> <p>L3 - Identify, name and sort animals that are herbivores, carnivores and omnivores.</p> <p>L4 - Name and label the parts of the human body.</p> <p>L5 - Name the five senses and to perform simple tests to find out more about them.</p> <p>L6 - Sort animals according to a criteria.</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>- Describe and compare the observable features of animals from a range of groups.</li> <li>- Name and identify animals that are herbivore, carnivore or omnivore.</li> <li>- Name and locate parts of the human body and begin to make suggestions about what some parts of the body do.</li> <li>- Name the five senses and the part of the body they are related to; explain how they use each of their senses.</li> <li>- Identify a variety of common animals.</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>- Observe and identify animals in the world around them; sort and classify them into simple groups.</li> <li>- Make careful observations of animals in the same group and can use simple features to compare living things (animals).</li> <li>- Use simple secondary sources to find answers to help them sort and classify animals according to what they eat.</li> <li>- Use their senses to carry out simple practical tests, using simple equipment; draw simple conclusions and record and communicate their findings in a range of ways.</li> <li>- Use simple sorting diagrams to sort and classify objects (animals) into simple groups of their choice and explain why they have sorted them this way.</li> </ul>	<ul style="list-style-type: none"> <li>- Practical activities/investigations.</li> <li>- Modelling</li> <li>- Knowledge organiser</li> </ul>	<ul style="list-style-type: none"> <li>Continuous throughout.</li> <li>Observations.</li> <li>Discussions.</li> <li>Investigation.</li> </ul>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identifying and classifying.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Identify, name, draw and label the basic parts of the human body.</p> <p>Say which part of the body is associated with each sense.</p> <p>To perform simple tests.</p>	<p>Literacy – labels</p> <p>Maths – compare</p> <p>Islamic Studies – Allah created animals</p>
		Previous learning: Reception – similarities and differences of materials			Next learning: Y2 – use and suitability of everyday materials; recycling		

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<p><b>1.3 Everyday Materials</b></p>	<p>6</p>	<p>L1 - Identify and name different materials. L2 – Explain the difference between an object and the materials it is made from. L3 – Describe the properties of everyday materials. L4 – Identify which materials have certain properties. L5 – Watch closely and test different materials. Use what is learnt to make a decision. L6 – Sort objects by their properties.</p>	<ul style="list-style-type: none"> <li>- Distinguish between an object and the material it is made from.</li> <li>- Make a prediction.</li> <li>- Perform simple tests.</li> <li>- Use observations to answer simple questions.</li> <li>- Sort objects 3 ways.</li> </ul> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>- Name different materials.</li> <li>- Identify materials that objects are made of.</li> <li>- Identify properties of materials.</li> <li>- Test materials to identify their properties.</li> <li>- Sort materials based on their properties and sort objects based on what material they are made of.</li> <li>- Test different materials to see how much water they let through (and therefore identify waterproof and not waterproof materials).</li> </ul>	<ul style="list-style-type: none"> <li>- Modelling</li> <li>- Practical activities/investigations using everyday materials.</li> <li>- Knowledge organiser</li> </ul>	<p>Continuous throughout.</p> <p>Observations.</p> <p>Discussions.</p> <p>Investigation.</p>	<p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>Distinguish between an object and the material from which it is made.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Observe closely. Perform simple tests. Use observations and ideas to suggest answers to questions.</p>	<p>DT - materials</p>
<p><b>Previous learning:</b> Reception – plant life cycle</p>				<p><b>Next learning:</b> Y2 – label parts of plants/trees; plant life cycle; plants need water/light/temperature; measure/record growth of plants</p>			
<p><b>1.4 Plants</b></p>	<p>6-8</p>	<p>L1 - Describe and compare plants, seeds and bulbs. L2 - Name and compare the parts of plants. L3 - Identify and name some common trees. L4 - Name, sort and compare some common fruit and vegetable plants. L5 - Name, sort and compare some common fruit and vegetable plants. L6 - Name and compare some common plants and trees.</p>	<ul style="list-style-type: none"> <li>- Describe some of the features of seeds and plants. They can begin to make comparisons of different plants and seeds.</li> <li>- Identify, name and begin to describe the basic structure of a variety of common flowering plants.</li> <li>- Identify and name a variety of common wild and garden plants.</li> <li>- Identify and name a variety of deciduous and evergreen trees. They identify, name and describe the basic parts of a tree.</li> <li>- Identify and name a variety of fruit and vegetable plants. They identify and describe the basic structure of a variety of common plants.</li> <li>- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> </ul> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>- Independently make careful observations, using equipment to help them, of seeds and plants; explore the</li> </ul>	<ul style="list-style-type: none"> <li>- Practical activities/investigations.</li> <li>- Modelling.</li> <li>- Knowledge organiser</li> </ul>	<p>Continuous throughout.</p> <p>Observations.</p> <p>Discussions.</p> <p>Investigation.</p>	<p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Asking simple questions and recognising that they can be answered in different ways.</p> <p>Observing closely, using simple equipment.</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identifying and classifying.</p>	<p>Islamic Studies – Allah brings forth the plants</p>

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			<p>world around them, leading them to ask more complex scientific questions about how and why things happen.</p> <ul style="list-style-type: none"> <li>- Make close observations of plants and can compare and contrast their observations.</li> <li>- Observe the natural world around them and compare simple features of objects, materials and living things.</li> <li>- Observe closely; identify, classify and sort plants from their observations, choosing their own criteria for classifying and sorting; explain their choices using simple scientific language.</li> <li>- Identify similarities and differences between plants and sort them both according to a given criteria and their own criteria.</li> </ul>			Using their observations and ideas to suggest answers to questions.	
<p><b>Previous learning:</b> Reception – weather, sun safety</p>			<p><b>Next learning:</b> N/A</p>				
<p>1.5 Seasonal Changes – Spring &amp; Summer</p>	6	<p>L1 - Describe how things change between seasons. L2 - Describe what happens in summer and how to stay safe in the sun. L3 - Observe and describe the weather. L4 - Identify seasonal changes. L5 - Use data to suggest answers about how daylight hours vary. L6 - Compare the four seasons.</p>	<ul style="list-style-type: none"> <li>- Know and begin to explain how things change between the seasons of winter and spring.</li> <li>- Know that there are changes across the four seasons and can explain some of the changes that happen in spring and summer.</li> <li>- Observe and describe the weather associated with the seasons.</li> <li>- Describe the weather based on the seasons; identify some key features in nature (such as plants and animals) associated with the seasons and seasonal changes.</li> <li>- Describe how the number of daylight hours varies depending on the season.</li> <li>- Confidently describe the weather associated with each season and make some simple comparisons.</li> </ul> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>- Able to identify and classify things that happen in the different seasons.</li> <li>- Make observations to identify features of seasons and compare them, explaining their reasoning.</li> <li>- Make observations using simple equipment. Children can gather and record data to help in answering questions.</li> <li>- Use simple equipment to make observations.</li> <li>- Use a secondary source to gather data and complete a table; use the data to help them match answers to questions.</li> <li>- Decide how to sort and classify features of seasons into</li> </ul>	<ul style="list-style-type: none"> <li>- Practical activities/investigations.</li> <li>- Modelling.</li> <li>- Knowledge organiser</li> </ul>	<p>Continuous throughout.</p> <p>Observations.</p> <p>Discussions.</p> <p>Investigation.</p>	<p>Observe changes across the four seasons. Identifying and classifying.</p> <p>Observe and describe weather associated with the season and how day length varies.</p> <p>Observing closely, using simple equipment.</p> <p>Gathering and recording data to help in answering questions.</p> <p>Using their observations and ideas to suggest answers to questions.</p>	<p>Geography - weather</p>

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			simple groups with some help and record classification tasks using simple tables or sorting diagrams.				
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