**Year 1**

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| **My Body**  (Animals, including humans)   * identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | **Questions:** Explore the world around them and raise their own questions. | **Tests:**  Gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out. With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language.   * **Investigate senses – smell (cups), taste (favourite fruit), touch (feely bag), hear (sound walk), sight (classifying by colour)** * **Gather data (pictogram of favourite fruit), carry out simple tests (sense of smell/taste), record simple data (pictogram of favourite fruit), and talk about what they have found out and how they found it out. With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language.** |
| **Equipment:** They should use simple measurements and equipment. | **Identifying and classifying:**  They should use simple features to compare objects, materials and living things and, with help, decide how to sort and group them.   * **Through senses investigation** |
| **Data gathering:** observing, through video or first-hand observation and measurement | **Changes over time:**  Observe changes over time, and, with guidance, they should begin to notice patterns and relationships. |
| **Other links/information:** | |
| **Animals**  **(Animals including humans)**   * identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals   identify and name a variety of common animals that are carnivores, herbivores and omnivores   * describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) | **Questions:** Explore the world around them and raise their own questions. | **Tests:**  Gather data (bar chart of pets), carry out simple tests, record simple data, and talk about what they have found out and how they found it out. With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language. |
| **Equipment:** They should use simple measurements and equipment. | **Identifying and classifying:**  They should use simple features to compare objects, materials and living things and, with help, decide how to sort and group them.   * **Name and identify common animals** * **Focus on mammals, reptiles, birds** * **Look at similarities and differences** * **Fish and amphibians** * **Carnivores, herbivores, omnivores – sorting** * **Minibeasts – different habitats / classification chart** |
| **Data gathering:** observing, through video or first-hand observation and measurement | **Changes over time:**  Observe changes over time, and, with guidance, they should begin to notice patterns and relationships. |
| **Other links/information:** | |
| **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. | **Questions:** Explore the world around them and raise their own questions. | **Tests:**  Gather data (bean in a bag – growth observation), carry out simple tests, record simple data, and talk about what they have found out and how they found it out. With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language. |
| **Equipment:** They should use simple measurements and equipment (for example, hand lenses) | **Identifying and classifying:**  They should use simple features to compare objects, materials and living things and, with help, decide how to sort and group them.   * **Identify plants** * **Bulbs / seeds** * **Garden plants – attract insects** * **Wild plants** * **Types of tree – deciduous / evergreen – tree identification chart** * **Identify and name plants** |
| **Data gathering:** observing, through video or first-hand observation and measurement | **Changes over time:**  Observe changes over time, and, with guidance, they should begin to notice patterns and relationships.   * **Observe growth of seed – observational drawings** * **Photographs of plants in school** * **Pollination** |
| **Other links/information:** | |
| **Pets and Gardens**  **(Animals, including humans)** | **Questions:** Explore the world around them and raise their own questions. | **Tests:**  Gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out. With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language.   * **Favourite pet – class questionnaire – tally chart, pictogram (2simple) of results** |
| **Equipment:** They should use simple measurements and equipment (for example, hand lenses) | **Identifying and classifying:**  They should use simple features to compare objects, materials and living things and, with help, decide how to sort and group them.   * **Classifying domestic animals / wild animals** |
| **Data gathering:** observing, through video or first-hand observation and measurement | **Changes over time:**  Observe changes over time, and, with guidance, they should begin to notice patterns and relationships.   * **Links with life cycle of frog** |
| **Materials**   * distinguish between an object and the material from which it is made   identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock  describe the simple physical properties of a variety of everyday materials  compare and group together a variety of everyday materials on the basis of their simple physical properties. | **Questions:** Explore the world around them and raise their own questions. | **Tests:**  Gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out. With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language.   * **Investigate best waterproof material for an umbrella using everyday materials** |
| **Equipment:** They should use a variety of everyday materials, wood, plastic, glass, metal, water, and rock | **Identifying and classifying:**  They should use simple features to compare objects, materials and living things and, with help, decide how to sort and group them.   * **Sort by material** * **Describe materials** * **Properties of materials** * **Fit for purpose** |
| **Data gathering:** observing, through video or first-hand observation and measurement | **Changes over time:**  **Observe changes over time, and, with guidance, they should begin to notice patterns and relationships.** |
| **Other links/information:** | |
| **Seasons**   * observe changes across the four seasons   observe and describe weather associated with the seasons and how day length varies. | **Questions:** Explore the world around them and raise their own questions. | **Tests:**  Gather data, carry out simple tests (observing and measuring rainfall), record simple data, and talk about what they have found out and how they found it out. With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language. |
| **Equipment:** They should use observational skills. | **Identifying and classifying:**  They should use simple features to compare objects, materials and living things and, with help, decide how to sort and group them. |
| **Data gathering:** observing, through video or first-hand observation and measurement | **Changes over time:**  Observe changes over time, and, with guidance, they should begin to notice patterns and relationships.   * **Forest skills – collecting Autumn – leaves, acorns** * **Seasonal walks** * **Tree classification** * **Changes in weather – measure rainfall** |
| **Other links/information:** | |