

Cumwhinton School Curriculum - Science Y1 SUM

Year
1

NC
Content

Plants

Pupils should be taught to:

- 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

Animals Including humans

Pupils should be taught to:

- 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)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Everyday materials

Pupils should be taught to:

- 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

Seasonal Changes

Pupils should be taught to:

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

Mapping across the Year			
	AUTUMN	SPRING	SUMMMER
Scientific Knowledge & Understanding	Seasonal Change x 2 sessions <u>Seasonal Change</u> Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how day length varies Observations of the seasons and the weather will take place across the whole year, but the specific content & vocabulary teaching around day length, naming seasons etc. will take place here.	Seasonal Change x 2 sessions <u>Seasonal Change</u> Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how day length varies Seasonal change - new season & how seasons affect plants	Seasonal Change x 2 sessions <u>Seasonal Change</u> Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how day length varies Seasonal change - new season & how seasons affect animals' behaviour
	<u>Everyday materials</u> 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	<u>Plants</u> 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	<u>Animals including Humans</u> 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) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
Science Enquiry & Working Scientifically	Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Gathering and recording data to help in answering questions	Identifying and classifying Observing closely, using simple equipment Asking simple questions and recognising that they can be answered in different ways Gathering and recording data to help in answering questions	Identifying and classifying Observing closely, using simple equipment Asking simple questions and recognising that they can be answered in different ways Gathering and recording data to help in answering questions
Uses & Implications of Science today and for the future	Demonstrate their knowledge in different ways e.g. making a weather forecast video, writing seasonal poetry, creating seasonal artwork Test the properties of objects e.g. absorbency of cloths, strength of party hats made of different papers, stiffness of paper plates, and waterproofness of shelters. They should work scientifically to explore the answers to questions such as: What is the best material for an umbrella? For lining a dog basket? For curtains? For a gymnast's leotard?	Demonstrate their knowledge in different ways e.g. making a weather forecast video, writing seasonal poetry, creating seasonal artwork Where possible, children should observe the growth of flowers and vegetables they have planted themselves.	Demonstrate their knowledge in different ways e.g. making a weather forecast video, writing seasonal poetry, creating seasonal artwork Look for patterns between people e.g. Do people with big hands have big feet? Investigate human senses e.g. Which part of my body is good for feeling, which is not? Which food/flavours can I identify by taste? Which smells can I match?

CONCEPTUAL SCHOOL AMBITION DRIVERS			
	EYFS & KS1	LKS2	UKS2

AUT	Diversity	Fairness	Individuality
SPR	Truth	Change	Resilience
SUM	Responsibility	Equality	Sustainability

Science - SEASONAL CHANGE - Throughout the whole year.

YEAR 1

HUMANITY - Diversity

Scientific Knowledge & Understanding

Science Enquiry & Working Scientifically

Uses & Implications of Science today and for the future



	NC	CUMWHINTON CURRICULUM
Finding out (Facts & knowledge)	<p><u>Seasonal Change</u></p> <p>Observe changes across the 4 seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p> <p>Observations of the seasons and the weather will take place across the whole year, but the specific content & vocabulary teaching around day length, naming seasons etc. will take place here.</p> <p>Seasonal change - new season & how seasons affect plants</p> <p>Seasonal change - new season & how seasons affect animals' behaviour</p>	<p>Teach the 12 months of the year are January, February, March, April, May, June, July, August, September, October, November and December. These 12 months fit into four seasons are spring, summer, autumn and winter.</p> <p>The months of the year repeat in a predictable cycle.</p> <p>The seasons repeat in a predictable cycle.</p> <p>The four seasons are spring, summer, autumn and winter.</p> <p>Different events take place in different seasons.</p> <p>The weather changes from season to season.</p> <p>We wear different clothes in different seasons as the weather changes.</p> <p>Plants change in different ways as the seasons change.</p> <p>There are different types of weather.</p> <p>Types of weather include cloudy and overcast, snow, sunny, sunny with few clouds, thunder and lightning, and rain.</p> <p>As the seasons change, so do the number of hours of daylight, the Sun rises and sets at different times.</p> <p>Days in spring and autumn receive similar amounts of daylight.</p>
Using (Applying & analysing)	<p>Identifying and classifying</p> <p>Observing closely, using simple equipment</p> <p>Asking simple questions and recognising that they can be answered in different ways</p> <p>Gathering and recording data to help in answering questions</p>	<p>Throughout the year as the seasons change.</p> <p>What is the weather like in ... ?</p> <p>What clothes would be best for this season?</p> <p>What do the trees and plants look like in this season?</p> <p>What happens to wildlife/ animals?</p> <p>How long are the days?</p> <p>Measure temperature/ rainfall/ wind gauge</p> <p>Create a weather diary and compare weather in different seasons.</p> <p>Seasonal walk around school grounds/ village to observe changes.</p>
Concluding (Evaluating & summarising)	<p>Demonstrate their knowledge in different ways e.g. making a weather forecast video, writing seasonal poetry, creating seasonal artwork</p>	<p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Weather diary/forecast video</p> <p>Seasonal poetry, Observe closely using simple equipment, Thermometer, Rain gauge</p>

Science - SUMMER YEAR 1 - Animals including humans

THE WORLD - Responsibility

How do we have a responsibility for animals in our world?

	NC	CUMWHINTON CURRICULUM
<p>Finding out (Facts & knowledge)</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>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>Chn to learn that animals can be grouped in different ways.</p> <p>Chn to learn about 5 groups of animals - birds, mammals, reptiles, fish and amphibians.</p> <p>Animal groups include fish, amphibians, reptiles, birds and mammals.</p> <p>Fish have scales, fins and gills, lay eggs, and live in water their whole lives.</p> <p>Amphibians start life in water. They have limbs, not fins, can move around on land, but need to stay near water where they lay their eggs.</p> <p>Reptiles have limbs. They lay eggs on land and have scaly skin.</p> <p>Birds have two wings and two legs. They lay eggs. Some, but not all birds can fly.</p> <p>Mammals give birth to live young. They have hair or fur. They produce milk for their offspring.</p> <p>Mammals do not lay eggs, but give birth to live young. Children to learn that mammals give birth to live young. They consider what else the mammals have in common.</p> <p>Chn to sort and group animals.</p> <p>Chn to consider whether animals eat plants or other animals. Chn to explore patterns, such as animals eating the same type of food. Prey animals are eaten by other animals. Some animals eat only meat, some eat only plants, and some eat both animals and plants.</p> <p>Chn to learn about carnivores, herbivores and omnivores.</p> <p>Animals can be grouped in different ways.</p> <p>Carnivores eat only other animals.</p> <p>Herbivores eat only plants.</p> <p>Omnivores eat both animals and plants.</p> <p>Chn to learn and label animal body parts include head, tail, beak, leg, wing, hoof, fin, snout, eye, fur, feathers, teeth, nose, ear, claw, body, man, flipper, paw and neck.</p> <p>Chn to label 3 bodies - a baby, a child and an adult.</p> <p>Body parts include head, neck, arm, elbow, leg, knee, face, ear, eye, hair, mouth and teeth.</p> <p>Discuss how bodies change as we get older.</p> <p>Chn 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>Human senses include sight, sound, smell, taste and touch.</p> <p>Sight is associated with the eyes. Hearing is associated with the ears. Taste is associated with the mouth and tongue. Smell is associated with the nose. Touch is associated with the whole body.</p>
<p>Using (Applying & analysing)</p>	<p>Identifying and classifying</p> <p>Observing closely, using simple equipment</p> <p>Asking simple questions and recognising that they can be answered in different ways</p> <p>Gathering and recording data to help in answering questions</p>	<p>Investigate human senses. Which part of my body is good for feeling, which is not?</p> <p>Which smells can I match?</p> <p>Which food/flavours can identify by taste?</p> <p>Can you be a sense detective? - Taste test</p> <p>Say which part of the body is associated with the sense of taste - salty, sweet, bitter, and sour. Use associated language. Recording likes and dislikes from taste test.</p> <p>What do we need to keep our pets happy?</p>
<p>Concluding (Evaluating & summarising)</p>	<p>Look for patterns between people e.g. Do people with big hands have big feet?</p>	<p>Chn to sort and organised animals according to a range of criteria. Are all animals the same? How can we group and sort them?</p> <p>What makes the different? What is similar?</p> <p>How do we have a responsibility for animals in our world?</p> <p>Non Statutory</p> <p>Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells</p>