

OUR MISSIONS: Love of learning – Grow Spiritually – Foster Respect – Serve our Community – Opportunity to Flourish – Prepare and Equip

YEAR ONE		Science	
Autumn 1 – Everyday Materials		Autumn 2 – Seasonal Changes	
<b>Key Questions:</b> <b>What are everyday things made from? Why?</b>		<b>Key Questions:</b> <i>What changes do I notice as the season changes?</i>	
<b>Key Skills:</b> Plan Do Record Review <ul style="list-style-type: none"> <li>Observe closely</li> <li>Identify and classify</li> <li>Perform simple tests</li> <li>Use their observations to suggest answers to questions and ask own questions</li> <li>Shared recording as a class</li> </ul>		<b>Key Skills:</b> Plan Do Record Review <ul style="list-style-type: none"> <li>Observe closely</li> <li>Identify and classify</li> <li>Use their observations to suggest answers to questions and ask own questions</li> <li>Record by drawing and labelling</li> </ul>	
Learning	Activities	Learning	Activities
<p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>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</p>	<p><b>Guess the material game</b>  <b>Materials hunt</b> around the classroom.  <b>Sorting</b> materials into hoops.  <b>Name that material:</b> Label matching to everyday objects.  <b>Study/observe real objects</b> - attach appropriate word cards and take a photo.  <b>Comparing/ grouping/discussing</b> various objects according to their properties.</p> <p><b>3 Little Pigs housebuilding experiment.</b></p> <p><b>Waterproof testing on building materials around the school.</b></p> <p><b>Floating/Sinking experiments</b> – predicting which objects will float them testing them (dropping them into the tank).</p>	<p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies</p>	<p>Listen to <b>The Months of the Year</b> by Sara Coleridge and guess the season.  <b>Watch films</b> of each season and <b>discuss the changes.</b>            Play <b>Guess the season game.</b>  <b>Cut and stick / draw</b> the seasons activity.  <b>Make a tree seasons wheel.</b></p> <p><b>Focus on</b> each season, making collages, including all the senses.</p> <p><b>Sort the clothes and Dress the dolls.</b>  <b>Go on a nature walk and weather observation – collect some leaves.</b></p> <p><b>Observe</b> the changing position of the sun – <b>discuss why there is day and night.</b></p>
<b>Key Vocab</b> Sort, identify, observe, group, test, proof. Materials, wood, plastic, glass, metal, rock, brick, Shiny/dull, bendy/not bendy, hard/soft, rough/smooth, strong/weak, waterproof, transparent.		<b>Key Vocab</b> Identify, observe, compare. Seasons, Spring, Summer, Autumn, Winter, seasonal changes, weather, day, night.	
<b>Extension and Enrichment Opportunities</b>			

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YEAR ONE		Science	
Spring 1 – Animals including humans		Spring 2 – Animals including humans	
<b>Key Questions: How are animals different? What do they eat?</b>		<b>Key Questions: What are my senses? Which body parts do I sense with?</b>	
Key Skills: Plan Do Record Review <ul style="list-style-type: none"> <li>Identify and classify</li> <li>Record by drawing and labelling</li> <li>Use their observations to suggest answers to questions and ask own questions</li> </ul>		Key Skills: Plan Do Record Review <ul style="list-style-type: none"> <li>Identify and classify</li> <li>perform simple tests</li> <li>Record by drawing and labelling</li> </ul>	
Learning	Activities	Learning	Activities
<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 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><b>Which animal am I?</b> game (guessing from one body part)</p> <p>Identifying different animal body parts from photos.</p> <p><b>Match the pictures of animal body parts.</b></p> <p><b>Grouping toy animals and photos</b> by their own criteria (e.g. fur / no fur, wings / no wings, 4 legs / not 4 legs)</p> <p><b>Describe your favourite animal.</b></p> <p>Compare and discuss different types of animals and their shared / missing body parts (wings, gills, tusks, etc.).</p> <p><b>Naming some carnivores, herbivores and omnivores.</b></p> <p><b>Sorting animals into hoops</b> (carnivore, omnivore, herbivore)</p> <p><b>Cut and stick sorting animal photos.</b></p>	<p>Identify, name, draw and label the basic parts of the human body.</p> <p>Say what part of the body is associated with which sense</p>	<p>Head, Shoulders Knees and Toes singalong.</p> <p>What am I? <b>game</b> (guess the body part)</p> <p><b>Draw themselves</b> and label body parts.</p> <p>Focus on each sense:            Sight – play <b>Kim’s Game</b> and <b>spot the difference.</b>            Taste – <b>guess the flavour</b> of crisp            Hearing – <b>Play ‘Giant’s Treasure’</b> and <b>‘Which instrument am I playing?’</b>            Touch – <b>Feely bag</b> guessing game and try some activities with touch alone (doing up buttons, etc)            Smell – guess what you are <b>smelling game.</b></p> <p>Cut and stick the pictures to the right sense / body part.</p>
<b>Key Vocab</b> Sort, identify, observe, group, compare. Fish, amphibians, reptiles, birds and mammals, carnivore, herbivore, omnivore.		<b>Key Vocab</b> Identify, observe, test Human, body, senses, sight, touch, taste, hearing and smell.	
<b>Extension and Enrichment Opportunities</b>			

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**YEAR ONE**

**Science**

**Summer – Plants**

**Key Questions: Why are plants useful? What do plants need to grow well?**

**Key Skills:** Plan Do Record Review

- asking simple questions
- observing closely
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- shared gathering and recording of data as a class

**Learning**

**Activities**

Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees

Name that plant! Which ones do they recognise?  
What do we use plants for? Discussion. Can we spot plants around the classroom? (e.g. wood, clothing)  
Play Jack Hartmann 'What plants need' song  
Guess the plant from the seed game.  
Plant some edible seeds.  
Look after the plants daily and make observations of the plants each week.  
Eat the plants when they ready.  
Go on a wild plant hunt – make a tally (Which is the most common?)  
  
Make a lift-the-flap plant – labelled with basic part names (root, stem, flower, leaf)  
  
Tree hunt in school ground.  
Observations / sketches / collect leaves / make leaf and bark rubbings.  
Sort the tree photos.

Identify and describe the basic structure of a variety of common flowering plants, including trees

**Key Vocab**

Identify, observe  
wild, garden, roots, stem, leaves, flower, petal, deciduous, evergreen

**Extension and Enrichment Opportunities**