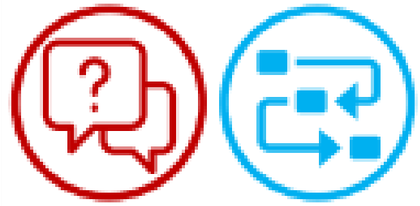
St. Anne's Catholic Primary School: Year 1 Science Curriculum

Term	Science topic and famous scientist	National Curriculum Objectives
Autumn 1	Seasonal changes (throughout the year) George James Symons Animals including humans	• Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies. • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
Autumn 2	Animals including humans Linda Brown Buck	• 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). •
Spring 1	Plants David Douglas	• To identify and name common wild plants. • To identify deciduous and evergreen trees by observing their leaves. • To identify and describe the parts of plants and trees.
Spring 2	Plants	• To work scientifically by observing, comparing and contrasting plants. • To observe how plants grow and change over time.
Summer 1	Use of everyday materials Ole Kirk Christiansen	• 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.

Summer 2	Use of everyday materials	• To sort and group materials by their properties. • To tell the difference between objects and the materials they are made of.

Working Scientifically

National Curriculum working scientifically statement	PLAN guidance	Science skills
Asking simple questions and recognising that they can be answered in different ways	• While exploring the world, the children develop their ability to ask questions (such as what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen). Where appropriate, they answer these questions. • The children answer questions developed with the teacher often through a scenario. • The children are involved in planning how to use resources provided to answer the questions using different types of enquiry, helping them to recognise that there are different ways in which questions can be answered.	
Observing closely, using simple equipment	• Children explore the world around them. They make careful observations to support identification, comparison and noticing change. They use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make their observations. • They begin to take measurements, initially by comparisons, then using non-standard units.	
Performing simple tests	• The children use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. They carry out: tests to classify; comparative tests; pattern seeking enquiries; and make observations over time.	
Identifying and classifying	• Children use their observations and testing to compare objects, materials and living things. They sort and group these things, identifying their own criteria for sorting. • They use simple secondary sources (such as identification sheets) to name living things. They describe the characteristics they used to identify a living thing.	

Using their observations and ideas to suggest answers to questions	• Children use their experiences of the world around them to suggest appropriate answers to questions. They are supported to relate these to their evidence e.g. observations they have made, measurements they have taken or information they have gained from secondary sources. • The children recognise 'biggest and smallest', 'best and worst' etc. from their data.	
Gathering and recording data to help in answering questions	• The children record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing. • They record their measurements e.g. using prepared tables, pictograms, tally charts and block graphs. • They classify using simple prepared tables and sorting rings.