

# YEAR 1 SCIENCE CURRICULUM FRAMEWORK



The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly constructed world around them. They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos.

AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 3
<b>DINOSAUR PLANET</b>	<b>PAWS, CLAWS AND WHISKERS</b>	<b>SUPERHEROES</b>
<p><b>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</b> Find out what a reptile is and identify some common ones.</p> <p><b>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</b> Investigate carnivore and herbivore teeth. Make models out of clay.</p> <p><b>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</b> Compare and label the skeletons of a dinosaur and a lizard.</p> <p><b>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</b></p>	<p><b>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</b> Sort domestic animals into groups according to what they eat.</p> <p><b>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</b> Compare the basic body parts that humans have in common with big cats, identifying similarities and differences.</p> <p><b>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</b> Identify animals from their description of their attributes and appearance.</p> <p><b>Perform a simple test</b></p>	<p><b>Use their observations and ideas to suggest answers to questions.</b> Take part in a senses test. What can you taste? What can you feel? What can you see? What you can hear? What can you smell?</p> <p><b>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</b> Label a diagram of the body with our senses and the parts connected to our senses.</p>

<p>Identify plants from the prehistoric era.</p>	<p>Investigate camouflage by taking part in a 'Butterfly Hunt'.</p> <p><b>Identify and classify</b> Talk about similarities and differences in different species of animals.</p> <p><b>Gather and record data to help in answering questions</b> Look at variation in classmates.</p>	
<p><b>SPRING TERM 4</b></p>	<p><b>SUMMER TERM 5</b></p>	<p><b>SUMMER TERM 6</b></p>
<p><b>ENCHANTED WOODLAND</b></p>	<p><b>MOON ZOOM</b></p>	<p><b>BRIGHT LIGHTS BIG CITY</b></p>
<p><b>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</b> Learn that some trees are deciduous and some are evergreen. Look at pictures of both types and read/ learn their names.</p> <p><b>Identify and describe the basic structure of a variety of common flowering plants, including trees</b> Identify and name the leaves, flowers, petals, seeds, roots and stem of a wild flowering plant.</p> <p><b>Identify and classify</b> Sort items collected from a woodland walk into groups of living things, dead things and things that have never been alive</p> <p><b>Identify and name a variety of common animals</b> Sort pictures of animals into those which live in a woodland habitat and those which live in their homes and local environment</p>	<p><b>Describe the simple physical properties of a variety of everyday materials</b></p> <p><b>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</b> Make a 'Welcome to Earth' box for the alien. Provide samples of everyday material.</p> <p><b>Use their observations and ideas to suggest answers to questions.</b> Create a simple circuit that lights a lamp. Explore ways of making the lamp brighter by adding more cells (batteries). Introduce a switch and use it to turn the lamp off and on</p> <p><b>Compare and group together a variety of everyday materials on the basis of their simple physical properties</b> Explore samples collected from an alien crash site. Describe what they look like, how they feel and other scientific properties. Record the properties of each</p>	<p><b>Distinguish between an object and the material from which it is made</b></p> <p><b>Use their observations and ideas to suggest answers to questions.</b> Find out and list what materials the buildings were made from in 1666 and why. Explain why these materials helped the fire to spread so quickly.</p>

sample by writing down simple adjectives.

**Perform simple tests**

Use balloons and plastic bottles to test how air can make a rocket travel.

**Gather and record data to help in answering questions**

Research the moon and the planets in our solar system. Create a model to show the order of the planets from the sun and their size.

**Ongoing unit of work: Seasonal Change**

In this unit of work, pupils will:

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

**Working scientifically**

Pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions