



Year 1: Science Overview 2023-2024

Topic	<u>Autumn</u> Friends and Neighbours		<u>Spring</u> The Toy Shop		<u>Summer</u> Plants	
Main focus	Our Camden	Special People	Wales	The Toy Shop	Down in the Garden	Camley Street
Knowledge	<p>Seasonal Change Observe changes across the four seasons</p> <p>Animals and plants in the local environment Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Identify and name a</p>	<p>Seasonal Change Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p> <p>Materials 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>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p>	<p>Seasonal Change Observe changes across the four seasons</p> <p>Materials 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</p>	<p>Seasonal Change Observe weather associated with seasonal change</p> <p>Materials 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</p>	<p>Seasonal Change Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Animals and plants in the local environment Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic</p>	<p>Seasonal Change Observe weather associated with seasonal change</p> <p>Ourselves 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>Animals and plants in the local environment Identify and name a variety of common wild and garden plants, including</p>



	<p>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.</p> <p>Describe and compare the structure of a variety of common animals(fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Ourselves 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>		Compare and group together a variety of everyday materials on the basis of their simple physical properties	Compare and group together a variety of everyday materials on the basis of their simple physical properties	structure of a variety of common flowering plants, including trees.	<p>deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants</p>
Enquiries	Can you name the different parts of	What different materials are there	What signs of spring can we find?	Classifying What materials are	Classifying How would you	What signs of summer can we

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<p>your body?</p> <p>How do we know if something is alive?</p> <p>What do we use our senses for?</p> <p>Classifying</p> <p>How can we sort animals into groups?</p> <p>What are the features of these groups?</p> <p>What animals live in our local area?</p> <p>How are animals the same and how are they different?</p> <p>Observing over time</p> <p>Observe a tree through the year</p> <p>Observe an area of Rochester Gardens to identify how plants change through the year.</p> <p>Observing over time</p> <p>Observe animals in</p>	<p>and where do they come from?</p> <p>Why are some materials better for some purposes?</p> <p>Observing Over Time</p> <p>Take weather measurements and make observations over time</p> <p>Observing Over Time</p> <p>How does the weather change?</p> <p>How many different types of weather are there?</p> <p>Record/Photograph what children are wearing (jumper, coat, hats, scarves, etc.)</p> <p>Classifying</p> <p>What materials are attracted to the magnet?</p> <p>How close do they have to be?</p>	<p>How are books made?</p> <p>Classifying</p> <p>What materials are toys made out of?</p> <p>What different materials are there and where do they come from?</p> <p>Can we group toys made from the same material?</p> <p>Why are some materials better for some purposes?</p> <p>Classifying</p> <p>Look at balls made from different materials -</p> <p>What material is best for making balls out of?</p> <p>Comparative/Fair testing</p> <p>What materials would you use to make a costume for Traction man and why?</p>	<p>toys made out of?</p> <p>What different materials are there and where do they come from?</p> <p>Can we group toys made from the same material?</p> <p>Why are some materials better for some purposes?</p> <p>Classifying</p> <p>Look at balls made from different materials -</p> <p>What material is best for making balls out of?</p> <p>Comparative/Fair testing</p> <p>What materials would you use to make a costume for Traction man and why?</p> <p>What materials can puppets be made out of?</p> <p>Observing Over</p>	<p>group these things according to the season we are most likely to see them?</p> <p>Observing Over Time</p> <p>What do plants need to grow?</p> <p>Pattern Seeking</p> <p>Will bigger beans grow into taller plants?</p> <p>What do we notice about our bean plants?</p> <p>Pattern Seeking</p> <p>What will happen if we do not give seeds what they need?</p> <p>How did the conditions affect how the plants grew?</p> <p>Researching</p> <p>Which parts of plants can we eat?</p> <p>Can we eat all parts of all plants?</p>	<p>find?</p> <p>Pattern Seeking</p> <p>Children generate questions for investigation such as:</p> <p>Do people with longer arms have longer legs?</p> <p>Can taller children run faster?</p> <p>Classifying</p> <p>How would you group these things according to the season we are most likely to see them?</p> <p>Observing Over Time</p> <p>What do plants need to grow?</p> <p>Pattern Seeking</p> <p>Will bigger beans grow into taller plants?</p> <p>What do we notice about our bean plants?</p> <p>Pattern Seeking</p> <p>What will happen if</p>
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<p>the local environment throughout the year</p> <p>Classifying Enable children to classify leaves, flowers, and seeds, choosing their own criteria How are plants the same and how are they different?</p> <p>Pattern Seeking Children generate questions for investigation such as: Do people with longer arms have longer legs?</p> <p>Researching Use secondary sources to name animals seen in the local environment that they may not currently be able to name, for example, magpie, blackbird</p>		<p>What materials can puppets be made out of?</p> <p>How are books made?</p> <p>Observing Over Time What seasonal changes can we observe? What are the effects of seasonal change?</p>	<p>Time What seasonal changes can we observe? What are the effects of seasonal change?</p>	<p>Observing over time Growing bean plants</p> <p>Observing over time Observe a tree through the year Observe an area of Rochester Gardens to identify how plants change through the year.</p> <p>Observing over time Observe animals in the local environment throughout the year</p> <p>Researching Which are the most common British plants and where can we find them? Identify plants using a simple guide</p> <p>Pattern Seeking Based on observations, encourage</p>	<p>we do not give seeds what they need? How did the conditions affect how the plants grew?</p> <p>Researching Which parts of plants can we eat? Can we eat all parts of all plants?</p> <p>Observing over time Growing bean plants</p> <p>Observing over time Observe a tree through the year Observe an area of Rochester Gardens to identify how plants change through the year.</p> <p>Observing over time Observe animals in the local environment</p>
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					<p>children to identify patterns e.g. after comparing the size of leaves on different plants, children may suggest “bigger plants have bigger leaves.”</p>	<p>throughout the year</p> <p>Researching</p> <p>Which are the most common British plants and where can we find them? Identify plants using a simple guide</p> <p>Pattern Seeking</p> <p>Based on observations, encourage children to identify patterns e.g. after comparing the size of leaves on different plants, children may suggest “bigger plants have bigger leaves.”</p>
Knowledge Progression	Knowledge Progression - Prior Learning and Future Learning					
Working Scientifically	Working Scientifically Skills Year 1 and Year 2					
Experiences	Trips to Rochester Terrace Gardens, the Zoo, Hampstead Heath		Trips to Rochester Terrace Gardens, the Zoo, Hampstead Heath		Trips to Rochester Terrace Gardens, the Zoo, Hampstead Heath, Camley Street	



Vocabulary	<p>Ourselves Body, head, neck, arms, elbows, knees, face, ears, eyes, eyebrows, eyelashes, nose, hair, mouth, teeth, tongue, feet, toes, fingers, nails, ankle, calf, thigh, hip, waist, trunk, chest, shoulders, back ,hands, wrist</p> <p>Objects and Materials: Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay</p> <p>Materials, property, hard, soft, stretchy, stiff, bendy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, transparent, opaque</p> <p>Plants Leaf/leaves, flower, blossom, petal, fruit, berry, root, bulb, seed, trunk, branch, stem, bark, stalk, vegetable, wild plant, garden plant, flowering plant, deciduous and evergreen, habitat, environment, local</p> <p>Animals Fish, amphibian, reptile, bird, mammal, carnivore, herbivore, omnivore, tail, wing, claw, fin, scales, feathers, fur, beak,</p> <p>Seasons: Spring, summer, autumn, winter, weather: hot/ warm, cold/cool, sun/sunny, cloud/</p>	<p>Objects and Materials: Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay</p> <p>Materials, property, hard, soft, stretchy, stiff, bendy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, transparent, opaque</p> <p>Seasons: Spring, summer, autumn, winter, weather: hot/ warm, cold/cool, sun/sunny, cloud/ cloudy, wind/windy, rain/rainy, snow/snowing, hail/ hailing, sleet, frost, fog/mist, ice/ icy, rainbow, thunder, lightning, storm, light/ dark, day/night</p>	<p>Plants: Leaf/leaves, flower, blossom, petal, fruit, berry, root, bulb, seed, trunk, branch, stem, bark, stalk, vegetable, wild plant, garden plant, flowering plant, deciduous and evergreen, habitat, environment, local</p> <p>Animals: Fish, amphibian, reptile, bird, mammal, carnivore, herbivore, omnivore, tail, wing, claw, fin, scales, feathers, fur, beak,</p> <p>Seasons: Spring, summer, autumn, winter, weather: hot/ warm, cold/cool, sun/sunny, cloud/ cloudy, wind/windy, rain/rainy, snow/snowing, hail/ hailing, sleet, frost, fog/mist, ice/ icy, rainbow, thunder, lightning, storm, light/ dark, day/night</p> <p>Ourselves Body, head, neck, arms, elbows, knees, face, ears, eyes, eyebrows, eyelashes, nose, hair, mouth, teeth, tongue, feet, toes, fingers, nails, ankle, calf, thigh, hip, waist, trunk, chest, shoulders, back ,hands, wrist,</p>

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	cloudy, wind/windy, rain/rainy, snow/snowing, hail/ hailing, sleet, frost, fog/mist, ice/ icy, rainbow, thunder, lightning, storm, light/ dark, day/night		
Assessment Tasks	TAPS Assessment - Seasonal Change TAPS Assessment -Body Parts Working Scientifically	TAPS Assessment - Dunlop Balls Scientific skills focus -	TAPS Assessment - Seasonal Change
Cross - curricular links	Geography - Investigating plants and animals in the local environment	History: changes in materials for toys over time	ART - create collage and bird prints close observational drawings of vegetables and fruits
Events	Harvest Assembly KS1 Christmas Performance Black History Month Anti- Bullying Week	Big Garden Birdwatch Book Week Art Exhibition Children's Mental Health Week	STEAM Exhibition Crick Workshops Science week - Theme - Healthy Schools Week Sports day
The Science curriculum is:	RESPONSIVE Responds to what is happening right now CREATIVE Linked to science and the arts COMMUNITY Has a purpose EXPERIENTIAL Is enhanced by experiences		