

**Our children are receptive, inquisitive learners who, through our Gospel values, have a unique sense of the world.**

**The Year 1 Science Curriculum**

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|  |  | Biology | |  |  | Chemistry | | |  |  | Physics | |  |  |
| Plants | Animals,  including  humans | Living things  & habitats | Evolution and  inheritance | Rocks | Everyday  materials | Properties &  changes of  materials | States of  matter | Light | Sound | Forces and  magnets | Seasonal  changes | Earth and  space | Electricity |
| Yr 1 | X | X |  |  |  | X |  |  |  |  |  | X |  |  |
| Yr 2 | X | X | X |  |  | X |  |  |  |  |  |  |  |  |
| Yr 3 | X | X |  |  | X |  |  |  | X |  | X |  |  |  |
| Yr 4 |  | X | X |  |  |  |  | X |  | X |  |  |  | X |
| Yr 5 |  | X | X |  |  |  | X |  |  |  | X |  | X |  |
| Yr 6 |  | X | X | X |  |  |  |  | X |  |  |  |  | X |

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| NC objective    Pupils should be taught to: | Year 1 | |
| Skills Knowledge | |
| **PLANTS** | | |
|  To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. | To make observations of a variety of trees, recognising significant differences in the size, structure and shape of different trees.  To explain that some trees are deciduous and some are evergreen.    To compare and contrast twigs from deciduous and evergreen trees each season.    To describe in simple terms, the changes that I notice across the year. | To know that each tree has a period of dormancy, when they may at first sight appear ‘dead’. In spring, signs of life become evident and the tree produces buds and then leaves in preparation for the new growing season    To know that an evergreen tree (or plant) has leaves throughout the year, for example, holly, ivy, pine and spruce varieties. Leaves are shed continually and replaced, but not in a particular season.    To understand that Deciduous trees, for example, oak, horse chestnut, beech, silver birch and cherry, lose leaves at some point during the autumn, as the end of the growing season arrives. The leaves first change colour, as the level of chlorophyll used by the trees to make food during the growing season falls. |
|  To identify and describe the basic structure of a variety of common flowering plants, including trees. | To recognise and identify flowering garden and wild plants,    To describe similarities and differences between flowers.    To group flowers in different ways | To know a range of flowering garden and wild plants including buttercup, sunflower, dandelion, daisy and rose    To know that a simple flower has petals and a single set of reproductive organs at the centre, for example, buttercup and lily. Many common flowers are ‘compound’: these look like single flowers, but the flower is made up of small flowers (florets) within a flower head, for example, daisies, dandelions, and sunflowers. At the centre of the flower head are many tiny button- shaped florets, each containing male and female reproductive organs.    To know that flowers can be grouped in different ways including colour, shape, and season. |  |

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| **ANIMALS INCLUDING HUMANS** | | |
|  **Identify and name** a variety of common animals including fish, amphibians, reptiles, birds and mammals. | To be able to identify a selection of animals including cat, dog, rabbit, owl, fish, dog, snake, frog, penguin, elephant and name the group which they belong**.**  To group animals in different ways using simple features, for example, four/not four legs or has fur/doesn’t have fur.  To recognise animals that are fish, amphibians, reptiles, birds and mammals. | To know that animals have distinguishing features.    To know that animals can be grouped according to common characteristics.    To know that  -fish live in water, can swim and have gills - amphibians can live and breathe on both the land and in water.  -reptiles are cold blooded  -bird have beaks and wings, are cover in feathers, lay eggs and (most) can fly. - mammals give birth to live young which look like the adult. |
|  **Identify and name** a variety of common animals that are carnivores, herbivores and omnivores. | **To** identify foods that might be eaten by different types of animals.    To group a variety of animals according to what they eat.    To begin to use the words ‘carnivore’, ‘herbivore’ and ‘omnivore’ as I talk about animals. | To understand that  -Carnivores eat meat (lions, tigers)  - herbivores eat plants (cows, ducks -that omnivores have a plant and meat based diet- humans |

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|  Describe and compare the **structure** of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). | To use information sources, photographs, videos and books to help me find out about the body of the animal to be modelled.    To name the parts of the animal’s body and include these in a model.    To be able to compare different animal body models. | To know and name important body parts of a chosen animal and create a model of it.  To know the body structure of this animal and how it compares to other animals. |
|  Identify, name, draw and label the basic parts of the human body and say which is associated with each sense. | To link the correct features with its sense: nose – smell, touch- hand, taste, tongue, mouth, hearing- ears, eyes, sight.    To be able to name and draw a body with some body parts including, hands, nose, tongue, eyes, ears, body, head, neck, arms, elbows, fingers, legs, knees, feet, face, skin, nostrils, hair, mouth, teeth | To know the names of human body parts.    To know the function of the nose, eyes, ears, tongue, hands/skin |
| **EVERYDAY MATERIALS** | | |
|  Distinguish between an **object and the material** from which it is made | To explain that an object like a spoon can be made from different materials.    To explain why those different materials might be used.    To explain that some materials are better for making some things than others.    To complete a table as a record of what I have done. | To know that some objects can be made from different materials and why some materials are better suited to making particular objects. |
|  **Identify and name** a variety of everyday materials, including wood, plastic, glass, metal, water and rock. | To identify objects made from wood, metal and plastic.    To sort objects into wooden, metal and plastic groups.    To use pictures to record my sorting.    To be able to sort objects into groups according to whether they are made of wood, plastic or metal. | To know the name of materials and identify places where they are used and sort objects into groups according to whether they are made of wood, plastic or metal. |
|  Describe the simple **physical properties** of a variety of everyday materials. | To describe what materials, look like.    To describe how materials, feel.  To sort materials according to how they look and feel. | To know that materials can have more than one property. |
|  **Compare and group** together a variety of everyday materials on the basis of their simple physical properties. | To test which materials bend and stretch.    To test how materials bend and stretch.    To group items according to their properties e.g. can bounce | To know that materials can have more than one property. |

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| **SEASONAL CHANGES** | | |
|  Observe change across the four seasons. | To name the four seasons of the year.    To describe how the changes in each season look and feel.    To choose which clothing to wear in each season.    To explain why clothing made of certain materials is suitable for a particular season. | To know that there are 4 seasons.    To know ways in which the changing of the seasons directly affects them and their lives. |
|  Observe and describe weather associated with the seasons and how day length varies. | To identify things in the natural world that change each season.    To use my senses to make observations.    To collect evidence to show how the seasons change. | To know how the days are shorter in winter and longer in the summer. |