<mark>Year 1</mark>	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	
2023/2024							
	Sustainability						
	Year gro	up focus for science week: biodiversity (attracting mini-beasts to our school environment)					
	Caring for our planet $\rightarrow$	Caring for our planet $\rightarrow$ What can		Caring for our planet $\rightarrow$ How can we		Caring for our planet $\rightarrow$ What do	
	How can we care for our	we do to care for our planet or		get minibeasts to come to our		you notice?	
	air?	trees? (3Rs)		minibeast hotel at Hampton		*Linked to Seasons 4-7 on Royal	
	(ways of travelling)			Hargate?		Society of Chemistry	
Science Knowledge	Animals including humans • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Everyda • distinguish between material from which • identify and name a materials, including metal, water, and ro • describe the simple of a variety of ever • compare and group • of everyday materia their simple physica	y materials an object and the a it is made variety of everyday wood, plastic, glass, ock physical properties yday materials together a variety als on the basis of al properties	<ul> <li>P</li> <li>identify and name a wild and garden pland deciduous and evergities</li> <li>identify and describting structure of a variet flowering plants, included materials under with Reduce, Reuse, Restructure, Restructure, Restructure, Restructure, Restructure, Reuse, Restructure, Restruct</li></ul>	<b>lants</b> variety of common ts, including reen trees e the basic ty of common luding trees. rstanding in here ecycle.	<ul> <li>Animals including humans</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> </ul>	
Working Scientifically Red= that area MUST be done linked to the subject knowledge aspect but the other areas can be chosen to suit investigations	<ul> <li>Ask their own simple questions about what they notice and recognising that they can be answered in different ways</li> <li>Observing closely, using simple equipment</li> <li>Performing simple tests</li> <li>Identifying and classifying</li> <li>Using their observations and ideas to suggest answers to questions</li> <li>Gathering and recording data to help in answering questions</li> </ul>	<ul> <li>Ask their own simple what they notice ar they can be answere</li> <li>Observing closely, u equipment</li> <li>Performing simple t</li> <li>Identifying and class</li> <li>Using their observa suggest answers to</li> <li>Gathering and recor answering questions</li> </ul>	e questions about ad recognising that ed in different ways sing simple ests sifying tions and ideas to questions ading data to help in	<ul> <li>Ask their own simp what they notice of they can be answer ways</li> <li>Observing closely, equipment</li> <li>Performing simple</li> <li>Identifying and cla</li> <li>Using their observi- suggest answers to Gathering and reco- answering question</li> </ul>	ole questions about and recognising that red in different using simple tests assifying ations and ideas to o questions ording data to help in as	<ul> <li>Ask their own simple questions about what they notice and recognising that they can be answered in different ways</li> <li>Observing closely, using simple equipment</li> <li>Performing simple tests</li> <li>Identifying and classifying</li> <li>Using their observations and ideas to suggest answers to questions</li> <li>Gathering and recording data to help in answering questions</li> </ul>	

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WS ongoing	• Be curious and ask questions /asking simple questions about what they notice and recognising that they can be answered in different ways					
	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.					
WS Enquiry types Red= that enquiry type MUST be done linked to the subject knowledge aspect but the other methods can be chosen to suit investigations	<ul> <li>observing changes over a period of time, period of time,</li> <li>noticing patterns, grouping and classifying things, things,</li> <li>carrying out simple comparative tests, comparative tests, secondary sources</li> <li>and finding things out using secondary sources</li> <li>observing changes over a period of time,</li> <li>noticing patterns,</li> <li>grouping and classifying things,</li> <li>carrying out simple comparative tests,</li> <li>and finding things out using secondary sources</li> <li>and finding things out using secondary sources</li> </ul>					
Ongoing At least 1 lesson every half term to look at similarities and differences in plants, trees, day length, weather etc.	<ul> <li>observe changes across the four seasons</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> <li>Note : identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - look at this element every term alongside the seasonal change aspects</li> <li>Embedding of PoS for all areas on a practical hands on situation in the Outdoor Learning area on a weekly basis. Forest schools sessions on a weekly basis- Yr1 teacher.</li> </ul>					
WS Methods ongoing	<ul> <li>observing changes over a period of time,</li> <li>noticing patterns,</li> <li>anomine and cleasifying things</li> </ul>					
	<ul> <li>grouping and classifying minutes,</li> <li>carrying out simple comparative tests</li> </ul>					
	<ul> <li>and finding things out using secondary sources</li> </ul>					
At least 1 lesson every half term to look at similarities and differences in plants, trees, day length, weather etc. WS Methods ongoing	<ul> <li>observe and describe weather associated with the seasons and how day length varies.</li> <li>Note : identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - look at this element every term alongside the seasonal change aspects</li> <li>Embedding of PoS for all areas on a practical hands on situation in the Outdoor Learning area on a weekly basis. Forest schools sessions on a weekly basis- Yr1 teacher.</li> <li>observing changes over a period of time,</li> <li>noticing patterns,</li> <li>grouping and classifying things,</li> <li>carrying out simple comparative tests</li> <li>and finding things actualized as a secondary sources</li> </ul>					