

Year 1 2023/2024	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Sustainability</b>						
<b>Year group focus for science week: biodiversity (attracting mini-beasts to our school environment)</b>						
	Caring for our planet → How can we care for our air? (ways of travelling)	Caring for our planet → What can we do to care for our <b>planet or trees?</b> (3Rs)	Caring for our planet → How can we get minibeasts to come to our minibeast hotel at Hampton Hargate?	Caring for our planet → What do you notice? *Linked to Seasons 4-7 on Royal Society of Chemistry		
<b>Science Knowledge</b>	<b>Animals including humans</b> <ul style="list-style-type: none"> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	<b>Everyday materials</b> <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>	<b>Plants</b> <ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> Embed materials understanding in here with Reduce, Reuse, Recycle.	<b>Animals including humans</b> <ul style="list-style-type: none"> <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 that are carnivores, herbivores and omnivores</li> </ul>		
<b>Working Scientifically</b> <b>Red= that area MUST be done linked to the subject knowledge aspect but the other areas can be chosen to suit investigations</b>	<ul style="list-style-type: none"> <li><b>Ask their own simple questions about what they notice</b> and recognising that they can be answered in different ways</li> <li><b>Observing closely</b>, using simple equipment</li> <li>Performing simple tests</li> <li><b>Identifying and classifying</b></li> <li><b>Using their observations and ideas to suggest answers to questions</b></li> <li><b>Gathering and recording data to help in answering questions</b></li> </ul>	<ul style="list-style-type: none"> <li>Ask their own simple questions about what they notice and recognising that they can be answered in different ways</li> <li><b>Observing closely, using simple equipment</b></li> <li><b>Performing simple tests</b></li> <li>Identifying and classifying</li> <li>Using their observations and ideas to suggest answers to questions</li> <li><b>Gathering and recording data to help in answering questions</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Ask their own simple questions about what they notice</b> and recognising that they can be answered in different ways</li> <li><b>Observing closely, using simple equipment</b></li> <li>Performing simple tests</li> <li><b>Identifying and classifying</b></li> <li><b>Using their observations and ideas to suggest answers to questions</b></li> <li><b>Gathering and recording data to help in answering questions</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Ask their own simple questions about what they notice</b> and recognising that they can be answered in different ways</li> <li><b>Observing closely</b>, using simple equipment</li> <li>Performing simple tests</li> <li><b>Identifying and classifying</b></li> <li><b>Using their observations and ideas to suggest answers to questions</b></li> <li><b>Gathering and recording data to help in answering questions</b></li> </ul>		

<b>WS ongoing</b>	<ul style="list-style-type: none"> <li>• Be curious and ask questions /asking simple questions about what they notice and recognising that they can be answered in different ways</li> <li>• 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.</li> </ul>			
<b>WS Enquiry types</b> Red= that enquiry type MUST be done linked to the subject knowledge aspect but the other methods can be chosen to suit investigations	<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <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>•</li> </ul>
<b>Ongoing</b> At least 1 lesson every half term to look at similarities and differences in plants, trees , day length , weather etc.	<ul style="list-style-type: none"> <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>			
<b>WS Methods ongoing</b>	<ul style="list-style-type: none"> <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> </ul>			