

Year 1 2024/2025	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Sustainability					
	Year group focus for science week: biodiversity (attracting mini-beasts to our school environment)					
	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 planet or trees? (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
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.	Everyday materials • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties • <i>Reduce, Reuse, Recycle.</i>		Animals including humans • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • identify and name a 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		Plants • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees.
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 style="list-style-type: none"> • Ask their own simple questions about what they notice 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 	<ul style="list-style-type: none"> • Ask their own simple questions about what they notice 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 		<ul style="list-style-type: none"> • Ask their own simple questions about what they notice 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 		<ul style="list-style-type: none"> • Ask their own simple questions about what they notice 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
WS ongoing	<ul style="list-style-type: none"> • 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. 					

<p>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</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
<p>Ongoing At least 1 lesson every half term to look at similarities and differences in plants, trees , day length , weather etc.</p>	<ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. 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 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. 			
<p>WS Methods ongoing</p>	<ul style="list-style-type: none"> 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 			