Hampton Hargate Primary School – Science - Working Scientifically - Year 1

Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science Knowledge	**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	**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		**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. Embed materials understanding in here with Reduce, Reuse, Recycle.		**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.
Working Scientifically **Red= that area MUST be done linked to the subject knowledge aspect but the other areas can be chosen to suit investigations**	• 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	• 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		• 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		• 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	• 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**	• 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	• 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		• 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		• 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

Ongoing At least 1 lesson every half term to look at similarities and differences in plants, trees , day length , weather etc.	• 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.
WS Methods ongoing	• 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