

SCIENCE UNIT OVERVIEWS 2020-2021

Year group and unit	Working Scientifically	Science Content & Knowledge	Previous learning to recap	Key vocabulary
Year 1 Autumn Term 1 What makes up a human body? Why are our senses so important?	Can they talk about what they <see, touch, smell, hear or taste>? Can they show their work using pictures, labels and captions? Can they use their senses to compare different textures/ sounds/smells? Can they explain what they have found out?	Can they identify, name, draw and label the basic parts of the human body? Can they say which part of the body is associated with each sense? Can they understand the importance of taking care of their body? Can they talk about some of the bones in the human body? Can they use songs and rhymes to help them recall main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth)?	EY Autumn: Chn can discuss how they have changed over time and what makes them special. They know some body parts.	Senses Sight Taste Touch Hearing Smell Main body parts Human body Exercise Healthy Baby Grow Bones Skin Compare
Year 1 Autumn Term 2 How does the weather change throughout the year in the UK?	Can they think of some questions to ask? Can they make tables/charts about the weather? Can they contribute to a display about observed changes throughout the school year -including day length? Can they begin to understand that a thermometer measures temperature?	Can they observe changes across the four seasons? Can they observe and describe weather associated with the seasons and how day length varies? Can they name the seasons in order and understand that it is a cycle? Can they understand that it is not safe to stare directly at the sun, even when wearing sunglasses?	EY Spring 2: Chn can observe changes in their environment and some changes in plants e.g. get taller	Spring Summer Autumn Winter Weather Temperature Thermometer Forecast Seasons Changes Observe Table/chart Day length
Year 1 Spring Term 1 How and why do we group everyday materials?	Can they perform simple tests? Can they use their observations and ideas to suggest answers to questions e.g. what is the best material for an umbrella/curtains? Can they identify and group different materials based on their properties e.g.	Can they distinguish between an object and the material from which it is made? Can they identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock?	EY Summer 2: Know about plastics in the ocean. Can describe some properties of plastic.	Wood Plastic Glass Metal Water Rock

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	<p>hard/soft, shiny/dull, rough/smooth, opaque/transparent?</p> <p>Can they sort materials into groups by a given criteria?</p> <p>Can they tell other people about what they have done?</p>	<p>Can they describe the simple physical properties of a variety of everyday materials?</p> <p>Can they compare and group together a variety of everyday materials on the basis of their simple physical properties?</p> <p>Can they begin to understand why materials are used for specific tasks?</p> <p>Can they describe materials using their senses, using specific scientific words?</p> <p>Can they explain how some solid shapes can be changed by squashing, bending, twisting and stretching?</p>	<p>Y1 Autumn 1: using senses to describe what they can see/hear/touch/smell</p>	<p>Man-made</p> <p>Natural</p> <p>Hard</p> <p>Soft</p> <p>Shiny</p> <p>Dull</p> <p>Rough</p> <p>Smooth</p> <p>Bendy</p> <p>Opaque</p> <p>Transparent</p> <p>Properties</p> <p>Materials</p>
<p>Year 1</p> <p>Spring Term 2</p> <p><i>What plants grow well in our local area? How do plants change over time?</i></p>	<p>Can they observe closely using simple equipment?</p> <p>Can they observe changes over time of flowers/vegetables that they have planted?</p> <p>Can they use a magnifying glass to observe closely?</p> <p>Can they record changes over time in a table?</p> <p>Can they begin to compare what they have found out about different plants and trees?</p> <p>Can they begin to classify and identify plants based on their simple properties?</p> <p>Can they record the height of a plant and how this changes over time using standard units e.g. mm</p>	<p>Can they identify and name a variety of common wild and garden plants, including deciduous and evergreen trees?</p> <p>Can they identify and describe the basic structure of a variety of common flowering plants, including trees?</p> <p>Can they name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant?</p> <p>Can they recognise deciduous and evergreen trees?</p> <p>Can they name the trunk, branches and root of a tree?</p> <p>Can they describe the parts of a plant (roots, stem, leaves, flowers)?</p>	<p>EY Summer 2: Have begun to explore school grounds and some plants that might grow there</p> <p>Y1 Autumn 2: Know about seasonal change and linking new growth of plants with Spring (rainfall & sun & warmth help plants to grow)</p>	<p>Magnifying glass</p> <p>Observe</p> <p>Deciduous</p> <p>Evergreen</p> <p>Structure</p> <p>Common</p> <p>Flowering plants</p> <p>Seed</p> <p>Root</p> <p>Flower</p> <p>Stem</p> <p>Leaf</p> <p>Fruit</p> <p>Height</p> <p>Plant</p>
<p>Year 1</p> <p>Summer Term 2</p> <p>How can we compare animals?</p>	<p>Can they answer some scientific questions?</p> <p>Can they give a simple reason for their answers?</p> <p>Can they use their observations to group animals according to their features?</p> <p>Can they group animals according to what they eat?</p> <p>Can they identify and classify?</p>	<p>Can they identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals?</p> <p>Can they identify and name a variety of common animals that are carnivores, herbivores and omnivores?</p> <p>Can they describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)?</p>	<p>EY Spring 2: Know what animals need to grow, stay healthy and keep safe.</p> <p>Y1 Autumn 1: know about human body parts and senses.</p>	<p>Pet</p> <p>Mammal</p> <p>Offspring</p> <p>Care</p> <p>Bird</p> <p>Fish</p> <p>Reptile</p> <p>Amphibian</p>

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		<p>Can they explain how to look after animals in their local environment and know how to return them safely?</p> <p>Can they point out some of the differences between different animals?</p> <p>Can they sort photographs of living things and non-living things?</p> <p>Can they begin to describe how an animal is suited to its environment?</p> <p>Can they name a range of domestic animals?</p> <p>Can they compare the bodies of different animals?</p>		<p>Carnivore</p> <p>Herbivore</p> <p>Omnivore</p> <p>Structure</p> <p>Variety</p> <p>Features</p>
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