



St. Laurence CE Primary School

Science Long Term Planning

Year 1



Autumn 1 <i>My Five Senses</i>	Autumn 2 <i>Seasonal Changes Autumn and Winter</i>	Spring 1 <i>Materials What are toys made from?</i>	Spring 2 <i>Wonderful Weather</i>	Summer 1 <i>Gardener's World Seasonal Changes Spring</i>	Summer 2 <i>All Creatures Great and Small Seasonal Changes Summer</i>
Key Content and skills: Knowledge					
<p>(A4) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>(SC1) Observe changes across the four seasons.</p>	<p>(EM1) Distinguish between an object and the material from which it is made.</p> <p>(EM2) Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>(EM3) Describe the simple physical properties of a variety of everyday materials.</p> <p>(EM4) Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>(SC2) Observe and describe weather associated with the seasons and how day length varies.</p>	<p>(P1) Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>(P2) Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>(SC1) Observe changes across the four seasons.</p>	<p>(A1) Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>(A2) Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>(A3) Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>(SC1) Observe changes across the four seasons.</p>
Key Content and skills: Working Scientifically					
<p>Working Scientifically - During year 1, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <p>Ask simple questions and recognising that they can be answered in different ways. (WS1)</p> <p>Observe closely, using simple equipment. (WS2)</p> <p>Perform simple tests. (WS3)</p> <p>Identify and classify. (WS4)</p> <p>Gather and recording data to help in answering questions. (WS6)</p> <p>Use their observations and ideas to suggest answers to questions. (WS5)</p> <p>Ongoing through all terms</p>					

Key Vocabulary

<p>Sight touch hearing smell taste legs arms hands fingers foot eyes nose mouth ears head human body heart brain lungs stomach hair elbows neck teeth food breathe pump blood think digest</p>	<p>Summer, Spring, Autumn, Winter, Sun, Day, Moon, Night, Light, Dark</p>	<p>Materials properties wood plastic glass metal rock uses objects waterproof absorbent strength structures brick paper elastic natural man-made shiny dull smooth rough stretchy stiff opaque transparent hard soft</p>	<p>Winter summer spring autumn temperature daylight hours night dark Sun Earth Moon weather rain snow ice clouds fog wind</p> <p>Summer, Spring, Autumn, Winter, Sun, Day, Moon, Night, Light, Dark</p>	<p>Root stem leaf flower air sunlight water nutrient soil pollination seed growth deciduous evergreen habitat petal wild fruit bulb branch trunk blossom bud plant oak holly birch beech</p> <p>Summer, Spring, Autumn, Winter, Sun, Day, Moon, Night, Light, Dark</p>	<p>Bird fish amphibian reptile mammal carnivore herbivore omnivore skeleton habitat life cycle vertebrate skull bone teeth swim fly feathers scales fur skin diet nocturnal pet</p> <p>Summer, Spring, Autumn, Winter, Sun, Day, Moon, Night, Light, Dark</p>
---	---	--	--	--	---