

BISHOP CREIGHTON ACADEMY - SCIENCE LONG TERM PLAN - YEAR 1

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Programme of study <i>(statutory requirements)</i>	Animals including humans <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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. 	Seasonal Change <ul style="list-style-type: none"> observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies 	Animals including humans <ul style="list-style-type: none"> 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 <i>(statutory requirements)</i> PURPLE = must be taught linked to subject knowledge	Ask their own simple questions about what they notice and recognising that they can be answered in different ways <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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
Possible enquiry or starting points <i>(non statutory guidance)</i>	<ul style="list-style-type: none"> use the local environment to explore and answer questions about animals in their habitat. understand how to take care of animals taken from their local environment and the need to return them safely after study. become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets 	<ul style="list-style-type: none"> explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent. explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil. work scientifically by: performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ... for lining a dog basket? ... for curtains? ... for a bookshelf? ... for a gymnast's leotard?' 		<ul style="list-style-type: none"> common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem). Work scientifically by: observing closely, using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Keep records of how plants have changed over time, for example, the leaves falling off 	<ul style="list-style-type: none"> observe and talk about changes in the weather and the seasons. work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change. <p>Note: Pupils should be warned that is not safe to look directly at the sun, even when wearing dark glasses.</p>	<ul style="list-style-type: none"> Opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes

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			trees and buds opening; and compare and contrast what they have found out about different plants.		
Ongoing learning	Plants - use the local environment throughout the year to explore and answer questions about plants growing in their habitat. observe the growth of flowers and vegetables that they have planted. Seasonal change - observe changes across the 4 seasons				