

Science Curriculum Map – Year 1



Year 1	Main objectives of Unit	Key Learning	Working Scientifically Skill focus:	By the end of this topic, the children will know this vocabulary
Autumn 1	<p>Animals, including humans – Humans : Our Bodies</p> <ul style="list-style-type: none"> To 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>Animals, including humans – Humans : Our Bodies</p> <ul style="list-style-type: none"> Humans have key parts in common, but these vary from person to person. Humans (and other animals) find out about the world using their senses. Humans have five senses – sight, touch, taste, hearing and smelling. These senses are linked to particular parts of the body. 	<p>Animals, including humans – Humans : Our Bodies</p> <ul style="list-style-type: none"> Using their observations and ideas to suggest answers to questions. 	<p>Animals, including humans – Humans : Our Bodies</p> <p>Head, body, eyes, ears, mouth, teeth, leg, neck, shoulders, elbows, arms, fingers, toes, nose, tongue, knee, ankle Senses – touch, see, smell, taste, hear,</p>
Autumn 2	<p>Plants – Identifying plants:</p> <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. 	<p>Plants– Identifying plants:</p> <ul style="list-style-type: none"> Growing locally, there will be a vast array of plants which all have specific names. These can be identified by looking at the key characteristics of the plant. Plants have common parts, but they vary between the different types of plants. Some trees keep their 	<p>Plants– Identifying plants:</p> <ul style="list-style-type: none"> Observe closely using simple equipment. 	<p>Plants– Identifying plants:</p> <p>Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud</p>
Spring 1				
Spring 2				

	<p>Seasonal Changes:</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. 	<p>leaves all year while other trees drop their leaves during autumn and grow them again during spring.</p> <p>Seasonal Changes:</p> <ul style="list-style-type: none"> • In the UK, the day length is longest at mid-summer (about 16 hours) and gets shorter each day until mid-winter (about 8 hours) before getting longer again. • The weather also changes with the seasons. In the UK, it is usually colder and rainier in winter, and hotter and dryer in the summer. The change in weather causes many other changes. Some examples are: numbers of minibeasts found outside; seed and plant growth; leaves on trees; and type of clothes worn by people. 	<p>Seasonal Changes:</p> <ul style="list-style-type: none"> • Observe over time and gather and record data to help in answering questions. 	<p>Seasonal Changes: Weather, sunny, rainy, windy, snowy, Seasons, winter, summer, spring, autumn, Sun, sunrise, sunset, day length, hibernate</p>
Summer 1	<p>Animals, including humans – Animals: Identifying Animals</p> <ul style="list-style-type: none"> • To identify and name a variety of common animals including fish, amphibians, reptiles, 	<p>Animals, including humans – Animals: Identifying Animals</p> <ul style="list-style-type: none"> • Animals vary in many ways having different structures e.g. wings, tails, ears etc. They also 	<p>Animals, including humans – Animals: Identifying Animals</p> <ul style="list-style-type: none"> • Identify, classify and group. 	<p>Animals, including humans – Animals: Identifying Animals Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves,</p>

	<p>birds and mammals.</p> <ul style="list-style-type: none"> • To identify and name a variety of common animals that are carnivores, herbivores and omnivores. • To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). 	<p>have different skin coverings e.g. scales, feathers, hair. These key features can be used to identify them.</p> <ul style="list-style-type: none"> • Animals eat certain things - some eat other animals, some eat plants, some eat both plants and animals. 		<p>vertebrate, invertebrate, carnivore, herbivore and omnivore.</p>
<p>Summer 2</p>	<p>Everyday Materials:</p> <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 	<p>Everyday Materials:</p> <ul style="list-style-type: none"> • All objects are made of one or more materials. Some objects can be made from different materials e.g. plastic, metal or wooden spoons. • Materials can be described by their properties e.g. shiny, stretchy, rough etc. Some materials e.g. plastic can be in different forms with very different properties. 	<p>Everyday Materials:</p> <ul style="list-style-type: none"> • Recognise that questions can be answered in different ways. • Perform simple tests to compare and group. 	<p>Everyday Materials: Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through</p>

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