



## Y1 Science Medium Term Plan

	Autumn 1	Spring 1	Summer 1
Topic	<i>We Are Explorers</i>	<i>Blast From the Past</i>	<i>Over and Under the Sea</i>
Unit of Work	Everyday Materials Seasonal Changes	Plants Seasonal Changes	Animals Including Humans Seasonal Changes
Significant Person	Jack O'Dell	Beatrix Potter	Chris Packham
Vocabulary	Material, wood, plastic, glass, paper, fabric, metal, rock, transparent, translucent, opaque, hard, soft, smooth, shiny, rough, flexible, bendy  Investigation, question, investigation cycle, predict, method, answer, results, record, diagram, chart, compare, contrast, describe, observe, equipment, identify, classify, sort, group	Trees, evergreen, deciduous, branches, trunk, leaves, flowers (blossom), petals, fruit, roots, bulb, seed, stem  Investigation, question, investigation cycle, predict, method, answer, results, record, diagram, chart, compare, contrast, describe, observe, equipment, identify, classify, sort, group	Fish, reptiles, mammals, birds, amphibians (+ examples of each), herbivore, carnivore, omnivore, head, ear, eye, mouth, nose, leg, knee, arm, elbow, back, neck, face, teeth, hair, wings, beak  Investigation, question, investigation cycle, predict, method, answer, results, record, diagram, chart, compare, contrast, describe, observe, equipment, identify, classify, sort, group

<p><b>I will know....</b></p>	<p>I can distinguish between an object and the material from which it is made by looking for patterns.</p> <p>I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>I can identify and observe the simple physical properties of a variety of everyday materials and look for patterns.</p> <p>I can compare and classify together a variety of everyday materials on the basis of their simple physical properties.</p> <p><i>I can observe changes across the four seasons.</i></p> <p><i>I can look for patterns in seasonal changes using scientific vocabulary in my explanations.</i></p> <p><i>I can observe and describe weather associated with the seasons and how day length varies.</i></p>	<p>I can identify and name a variety of common wild and garden plants, including deciduous and evergreen.</p> <p>I can identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><i>I can observe changes across the four seasons.</i></p> <p><i>I can look for patterns in seasonal changes using scientific vocabulary in my explanations.</i></p> <p><i>I can observe and describe weather associated with the seasons and how day length varies.</i></p>	<p>I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>I can identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>I can compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>I can 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><i>I can observe changes across the four seasons.</i></p> <p><i>I can look for patterns in seasonal changes using scientific vocabulary in my explanations.</i></p> <p><i>I can observe and describe weather associated with the seasons and how day length varies.</i></p>
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***Working Scientifically***

**runs throughout and will be covered in some way during each lesson**

Comparative/Fair testing, Research, Observation Over Time, Identifying Grouping and Classifying, Problem Solving, investigate, question, predict, answer, results, record, identify, compare, observe, group, sort, classify, equipment

I can ask simple questions and recognise that they can be answered in different ways.

I can observe closely, using simple equipment.

I can perform simple tests.

I can identify and classify.

I can use my observations and ideas to suggest answers to questions.

I can gather and record data to help in answering questions.