



SCIENCE PROGRESSION IN SKILLS AND KNOWLEDGE YEAR 1 STATUTORY REQUIREMENTS



THE 5 ENQUIRY TYPES:

Research using secondary sources.

Comparative and fair testing.

Observing over time.

Pattern seeking.

Identifying, classifying, and grouping

AUTUMN	SPRING	SUMMER
<p><u>THROUGH THE YEAR PHYSICS: SEASONAL CHANGES</u></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>Main Enquiry Types Observing over time. Pattern seeking. Identifying, classifying and grouping</p> <p><u>AUTUMN 1 BIOLOGY: ANIMALS, INCLUDING HUMANS</u></p> <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. <p>Main Enquiry Types Identifying, classifying and grouping</p> <p><u>WORKING SCIENTIFICALLY</u></p> <ul style="list-style-type: none"> -Asking simple questions and recognising that they can be answered in different ways -Identifying and classifying -Using their observations and ideas to suggest answers to questions -Gathering and recording data to help in answering questions. 	<p><u>SPRING 1 CHEMISTRY: EVERYDAY MATERIALS</u></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 properties. <p><u>SPRING 2 BIOLOGY: PLANTS</u></p> <p>Identify and describe the basic structure of a variety of common flowering plants</p> <p>Main Enquiry Types Research using secondary sources. Pattern seeking. Identifying, classifying, and grouping</p> <p><u>WORKING SCIENTIFICALLY</u></p> <ul style="list-style-type: none"> -Asking simple questions and recognising that they can be answered in different ways -Observing closely, using simple equipment -Identifying and classifying 	<p><u>SUMMER 1 BIOLOGY: ANIMALS INCLUDING HUMANS</u></p> <ul style="list-style-type: none"> -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 -Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) <p><u>SUMMER 2 BIOLOGY: PLANTS</u></p> <ul style="list-style-type: none"> -Identify and describe the basic structure of a variety of common flowering plants, including trees. -Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees <p>Main Enquiry Types Research using secondary sources. Identifying, classifying and grouping</p> <p><u>WORKING SCIENTIFICALLY</u></p> <ul style="list-style-type: none"> -Asking simple questions and recognising that they can be answered in different ways




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<p>AUTUMN 2 CHEMISTRY: 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 properties. <p>Main Enquiry Types Comparative and fair testing Identifying, classifying and grouping</p> <p><u>WORKING SCIENTIFICALLY</u></p> <ul style="list-style-type: none"> -Asking simple questions and recognising that they can be answered in different ways -Observing closely, using simple equipment -Performing simple tests -Identifying and classifying -Using their observations and ideas to suggest answers to questions 	<p><i>-Using their observations and ideas to suggest answers to questions</i></p> <p>THROUGH THE YEAR PHYSICS: SEASONAL CHANGES</p> <p>Main Enquiry Types Observing over time. Pattern seeking. Identifying, classifying and grouping</p>	<ul style="list-style-type: none"> -Observing closely, using simple equipment -Identifying and classifying -Using their observations and ideas to suggest answers to questions <p>THROUGH THE YEAR PHYSICS: SEASONAL CHANGES</p> <p>Main Enquiry Types Observing over time. Pattern seeking. Identifying, classifying and grouping</p>
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KNOWLEDGE TO BE LEARNED BY THE END OF EACH UNIT (WHAT DO WE WANT THE CHILDREN TO KNOW AND REMEMBER?)

AUTUMN TERM	SPRING TERM	SUMMER TERM
<p><u>PHYSICS: SEASONAL CHANGES</u></p> <ul style="list-style-type: none"> Know symbols for rain, sun, cloud, snow, wind, fog.  Name the four seasons – <i>spring, summer, autumn and winter</i>. Know that winter is usually colder and summer is usually the hottest. <p><u>AUTUMN 1 BIOLOGY: ANIMALS, INCLUDING HUMANS</u></p> <ul style="list-style-type: none"> Name and locate the <i>head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth</i> Name and locate the <i>nose, mouth, ears, fingers, eyes</i> and say which body part is associated with which sense. <p><u>AUTUMN 2 CHEMISTRY: EVERYDAY MATERIALS</u></p> <ul style="list-style-type: none"> When presented with a familiar object, the child will be able to say what the material is made from and what that object is called Identify the materials <i>wood, plastic, glass, metal</i> and <i>rock</i>. <i>Use waterproof/not waterproof</i> correctly to describe a given object or material. <i>Can explain how to perform a simple test</i> 	<p><u>PHYSICS: SEASONAL CHANGES</u></p> <ul style="list-style-type: none"> know the hours of daylight in the winter is less than that in the summer <p><u>SPRING 1 CHEMISTRY: EVERYDAY MATERIALS</u></p> <ul style="list-style-type: none"> Use the vocab <i>hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy</i>. Can group at least 2 materials together using the above vocabulary properties. <p><u>SPRING 2 BIOLOGY: PLANTS</u></p> <ul style="list-style-type: none"> Can name and locate the <i>leaf, stem, flower, petals and roots</i> of a flower or plant. 	<p><u>PHYSICS: SEASONAL CHANGES</u></p> <p>-Can name some typical weather seen in summer (hot sunshine) and some weather in winter (cold, rain).</p> <p><u>SUMMER 1 BIOLOGY: ANIMALS INCLUDING HUMANS</u></p> <p>-Recognise the terms <i>fish, amphibians, reptiles, birds</i> and <i>mammals</i></p> <p>- know and explain the terms <i>carnivores, herbivores</i> and <i>omnivores</i></p> <p>-Can name at least 2 animals from those taught and suggest which category of animal they belong to</p> <p><u>SUMMER 2 BIOLOGY: PLANTS</u></p> <p>-Can name and locate the <i>trunk, leaves, fruit, roots and branches</i> of a tree</p> <p>-know the terms evergreen and deciduous trees</p> <p>-explain a deciduous tree will lose its leaves in the winter while an evergreen will keep its leaves all year</p> <p>- Name and identify 2 common wild flowers when shown from the selection taught</p> <p>-Name and identify at least 1 tree from those taught</p>



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YEAR 1 STATUTORY REQUIREMENTS**



Children working at below Age Related Expectations in SCIENCE at the end of Year 1: