Science Year 1	
Working Scientifically	• Ask simple questions and recognise they can be answered in different ways • Observe closely, using simple equipment • Perform simple tests • Identify and classify • Use observations and ideas to suggest answers to questions • Gather and record data to help in answering questions
Animals, inc. Humans	• Identify and name a variety of common animals inc. 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 inc. pets) • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense • Notice that animals, inc. humans, have offspring, which grow into adults • Find out about and describe the basic needs of animals, inc. humans for survival (water, food and air)
Everyday Materials	• Distinguish between an object and the material from which it is made • Identify and name a variety of everyday materials inc. 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
Seasonal Changes	• Observe changes across the 4 seasons • Observe and describe weather associated with the seasons and how day length varies
Scientific Vocabulary	Related Vocabulary
Greater Depth:	• CT 2 - Pupils are able to discuss different scientific viewpoints/ideas (using a modelled frame) and are starting to form their own view point. This uses supplied information/ scientific questioning formats • C3 – Pupils are aware of what a viewpoint is and are starting to understand/ articulate different scientific views, which are beginning to shape their own understanding • CT 4 & C2 - Children are able to make connections using variation theories –What is is/What it is not, and are starting to create scientific questions to pursue • CT 4, 5 & C2 - Children are starting to make connections between scientific items studied so far/over time (groupings/classifications)

	• CT 5 - Children are starting to critically reflect on research/ given information (Based on a teacher modelled frame) • CO 2 - Pupils are starting to use modelled peer tutoring methods (pupil reciprocal teaching) • CO 3 - Pupils are beginning to critique themselves as a scientific learner (using teacher modelled formats) • CO 6 - Children are beginning to feedback their scientific learning and understanding (following a teacher model) in a 'jigsaw classroom' format • C1 & C2– Create scientific questions/enquiries to pursue. Start to recognise different ways to look at these scientific questions (modelled support from the teacher – CT1) • **CT3 – Pupils are starting to rank fair testing ideas with teacher modelled support** • **C4 – Starting to connect patterns and scientific characteristics, sharing ideas in partner support** • **C6 – Children are able to apply connected learning ideas to equitable/sustainability topics, with peer support** • **CO4 – Developing perseverance noting scientific /fair testing mistakes as learning opportunities** • **CO5 – Pupils set goals for scientific enquires/investigations using modelled stem sentences and summarise these with a partner**
Topic/Novel Link:	

Defined End Point
- Begin to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, observing changes, noticing patterns and carrying out simple tests