

Marsh Gibbon C of E Primary School	Science Learning Journeys		Year 1
Autumn	Spring	Summer	
Unit Summary			
<p>Everyday Materials In this unit of work, pupils will explore, name, discuss and raise questions about everyday materials so that they become familiar with their names and properties. Pupils should explore and experiment with a wide variety of materials. Pupils might work scientifically by performing simple tests to explore questions.</p> <p>Forces (Exploratory Unit) In this unit the children will investigate the way in which objects move and be able to describe this. They will investigate how pushes and pulls are types of forces and how you can make something speed up, slow down or change direction using a force. They will work scientifically to investigate how forces effect objects e.g. when investigating Victorian toys and everyday objects, as part of their topic.</p>	<p>Animals including Humans In this unit of work, pupils will become familiar with common names of some fish, amphibians, reptiles, birds and mammals. Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them. They might group animals according to what they eat, where they live and how they move.</p> <p>They will use their local environment to explore and answer questions about animals in their habitats. They will have opportunities to learn the names of the main body parts through games, songs and rhymes.</p> <p>Children might work scientifically to observe or gather and record data in order to answer questions e.g. does the tallest person have the biggest feet?</p>	<p>Plants In this unit of work children will use the local environment to explore and answer questions about plants growing in their habitat. They will observe the growth of vegetables and flowers that have been planted. They will become familiar with the names of flowers and trees and plant structures. They might work scientifically by: observing closely, comparing and contrasting familiar plants; describing how they were able to identify and group them. Pupils might keep records about how plants have changed overtime e.g. buds opening.</p> <p>Living things and their Habitats In this unit of work children will raise and answer questions that help them become familiar with life processes that are common to all living things. They will learn the terms habitat and micro-habitat. Children should compare animals found in familiar habitats with animals found in less familiar habitats. Pupils might work scientifically by: sorting and classifying, recording their findings on charts.</p>	
<p>Ongoing unit of work: Seasonal Change In this unit of work children will observe and talk about changes in the weather and seasons. Pupils might work scientifically by making tables and charts about the weather and making displays of what happens in the world around them e.g. day length linked to the changing seasons.</p>			

Year 1 Knowledge

Everyday Materials

Pupils should be taught to:

- 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

Forces (Exploratory Unit)

Pupils should be taught to:

- Find out about, and describe the movement of, familiar things [for example, cars going faster, slowing down, changing direction]
- Know that pushes and pulls are examples of forces
- Recognise that when things speed up, slow down or change direction, there is a cause [for example, a push or a pull].

Animals including Humans

Pupils should be taught to:

- 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)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Plants

Pupils should be taught to:

- 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.

Living Things and their Habitats

Pupils should be taught to:

- Explore and compare the differences between things that are living, dead, and things that have never been alive
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- Identify and name a variety of plants and animals in their habitats, including micro-habitats
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Year 1 Scientific Enquiry Skills

Working Scientifically

Pupils in years 1 and 2 should explore the world around them and raise their own questions. They should experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions. They should use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice patterns and relationships. They should ask people questions and use simple secondary sources to find answers. They should use simple measurements and equipment (for example, hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out. With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language.

<p>Ideas and Evidence in Science Pupils can recognise that scientists find out about scientific ideas by asking questions and testing them</p>	<p>Asking Questions and Enquiry Pupils can ask some simple questions to find out about the world around us and with teacher guidance, recognise that they can be answered using different types of enquiry (observing changes over time, noticing patterns, grouping / classifying, simple comparative tests and using secondary sources).</p>	<p>Predicting and Hypothesising Pupils can make a simple prediction, 'I think...</p>	<p>Planning and Enquiry Pupils can plan a simple test guided by the teacher</p>	<p>Fair Testing Pupils can recognise unfairness and what is being changed in a test</p>	<p>Observing and Measuring Pupils can begin to observe closely using simple equipment provided and measure in nonstandard units. For example, compare length, area and volumes visually, mass by feel, temperature by touch, time by clapping or ordering, sound, light force using senses</p>
<p>Investigating Pupils can perform simple tests with support</p>	<p>Recording Results Pupils can describe simple features, observations and measurements and record in a variety of simple ways, e.g. pictures, words, provided tables</p>	<p>Presenting Results Pupils can, where appropriate, record observations in a bar chart (e.g. pictogram) with axis labelled by the teacher</p>	<p>Drawing Conclusions Pupils can talk about what happened, communicating their findings in a simple way, e.g. talk, drawing, simple charts</p>	<p>Reviewing the Test Pupils can identify which parts of the test have been done well and which need to be improved</p>	