



# Knowle CE Primary Academy

## Medium Term Plan: SCIENCE



YEAR: 1

TERM: Autumn Term 1:1

TITLE: Animals, including humans

	COHERENCE & CREDIBILITY	CREATIVITY - Working Scientifically	COMPASSION & Appreciation of Significant Scientists	COMMUNITY
REVISION / REMIND / REVISIT - Builds on ...	<p><b>NC Links</b></p> <ul style="list-style-type: none"> <li>To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals, including pets.</li> <li>To identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>To describe and compare the structure of a variety of common animals.</li> <li>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.</li> </ul> <p><b>Key Learning</b></p> <ul style="list-style-type: none"> <li>Animals vary in many ways having different structures e.g. wings, tails, ears etc. They also have different skin coverings e.g. scales, feathers, hair. These key features can be used to identify them.</li> <li>Animals eat certain things - some eat other animals, some eat plants, some eat both plants and animals.</li> <li>Humans have keys parts in common, but these vary from person to person.</li> <li>Humans (and other animals) find out about the world using their senses.</li> <li>Humans have five senses - sight, touch, taste, hearing and smelling. These senses are linked to particular parts of the body.</li> </ul> <p><b>Vocabulary</b></p> <p>Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves</p> <p>Names of animals experienced first-hand from each vertebrate group</p> <p>Parts of the body including those linked to PSHE teaching</p>	<ul style="list-style-type: none"> <li>Make first hand close observations of animals from each of the groups</li> <li>Compare two animals from the same or different group</li> <li>Classify animals using a range of features</li> <li>Take measurements of parts of their body</li> <li>Look for patterns between people e.g. Do people with big hands have big feet?</li> <li>Research using secondary sources - omnivores/carnivores/herbivores - record in venn diagram</li> </ul>		<ul style="list-style-type: none"> <li><b>Animal workshop (WOW introduction to the different types of common animals)</b></li> <li>Active Science - Animal Grouping/Animal Grouping Hunt/Animal Key Class Dash/Face Stations/Face Team Builsd/Skeleton Relay/Skeleton Treasure Hunt/Body Build Scavenge</li> </ul>

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Senses, touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue

### ASSESSMENT CRITERIA

#### Knowledge:

- Can name a range of animals which includes animals from each of the vertebrate groups
- Can describe the key features of these named animals
- Can label key features on a picture/diagram
- Can describe what a range of animals eat
- Can play and lead 'Simon says'.
- During PE lessons, can follow instructions involving parts of the body
- Can label parts of the body on pictures and diagrams
- Can explore objects using different senses

#### Working Scientifically:

- Can sort and group animals using similarities and differences
- Can use simple charts etc. to identify unknown animals
- Can create a drawing of an imaginary animal labelling its key features
- Can name body parts correctly when talking about measurements and comparisons:

'My arm is x straws long.'

'My arm is x straws long and my leg is y straws long. My leg is longer than my arm.'

'We both have hands, but his are bigger than mine.'

'These people have brown eyes and these have blue.'



# Knowle CE Primary Academy



## Medium Term Plan: SCIENCE



YEAR: 1

TERM: Spring Term 2:1

TITLE: Everyday materials

	COHERENCE & CREDIBILITY	CREATIVITY - Working Scientifically	COMPASSION & Appreciation of Significant Scientists	COMMUNITY
REVISION / REMIND / REVISIT - Builds on ::	<p><b>NC Links</b></p> <ul style="list-style-type: none"> <li>To distinguish between an object and the material from which it is made</li> <li>To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</li> <li>To describe the simple physical properties of everyday materials.</li> <li>To compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p><b>Key Learning</b></p> <ul style="list-style-type: none"> <li>All objects are made of one or more materials. Some objects can be made from different materials e.g. plastic, metal or wooden spoons.</li> <li>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.</li> </ul> <p><b>Vocabulary</b></p> <p>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>	<ul style="list-style-type: none"> <li>Classify objects made of one material in different ways e.g. a group of objects made of metal </li> <li>Classify in different ways one type of object made from a range of materials e.g. a collection of spoons made of different materials</li> <li>Classify materials based on their properties</li> <li>Test the properties of objects e.g. absorbency of cloths, strength of party hats made of different papers, stiffness of paper plates, waterproofness of shelters e.g. Which materials are absorbent? How good are each of these 'cloths' at mopping up a spill? </li> </ul>		Active Science - Material Scavenger Hunt/Living and Non-Living

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	<b>ASSESSMENT CRITERIA</b> <b>Knowledge:</b> <ul style="list-style-type: none"><li>• Can label a picture or diagram of an object made from different materials</li><li>• Can describe the properties of different materials</li></ul> <b>Working Scientifically:</b> <ul style="list-style-type: none"><li>• Can sort objects and materials using a range of properties</li><li>• Can choose an appropriate method for testing an object for a particular property</li><li>• Can use their test evidence to answer the questions about properties e.g. Which cloth is the most absorbent?</li></ul>			





# Knowle CE Primary Academy

## Medium Term Plan: SCIENCE



**YEAR: 1 TERM: Summer Term 3:1**

**TITLE: Plants**

REVISION / REMIND / REVISIT - Builds on ...	COHERENCE & CREDIBILITY	CREATIVITY - Working Scientifically	COMPASSION & Appreciation of Significant Scientists	COMMUNITY
	<p><b>NC Links</b></p> <ul style="list-style-type: none"> <li>To identify and name a variety of common wild and garden plants.</li> <li>To identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <p><b>Key Learning</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Plants have common parts but they vary between the different types of plants.</li> <li>Some trees keep their leaves all year whilst other trees drop their leaves during autumn and grow them again during spring.</li> </ul> <p><b>Vocabulary</b></p> <p>Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud</p> <p>Names of trees in the local area</p> <p>Names of garden and wild flowering plants in the local area</p>	<ul style="list-style-type: none"> <li>Make close observations of leaves, seeds, flowers etc.</li> <li>Identify plants (wildflowers and garden) by matching them to named images </li> <li>Make observations of how plants change over a period of time </li> </ul>		<p>Visit Knowle park (cross curricular link to history of local area, size of trees etc) and identify different types of leaves.</p> <p>Active Science - Journey Sticks/Tree Treasure hunt/Leaf Bingo/Tree and Plant Structure/Tree Structure Team Build</p>
<p><b>ASSESSMENT CRITERIA</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Can name trees and other plants that they see regularly</li> <li>Can describe some of the key features of these trees and plants e.g. the shape of the leaves, the colour of the flower/blossom</li> <li>Can point out trees which lost their leaves and those that kept them the whole year</li> <li>Can point to and name the parts of a plant, recognising that they are not always the same e.g. leaves and stems may not be green</li> </ul> <p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>Can use simple charts etc. to identify plants</li> </ul>				

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|  | <ul style="list-style-type: none"><li>• Can collect information on features that change during the year</li><li>• Can use photographs to talk about how plants change over time</li></ul> |
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# Knowle CE Primary Academy

## Medium Term Plan: SCIENCE



**YEAR: 1**      **TERM: Periodic (throughout Autumn, Spring and Summer)**      **TITLE: Seasonal changes**

	COHERENCE & CREDIBILITY	CREATIVITY - Working Scientifically	COMPASSION & Appreciation of Significant Scientists	COMMUNITY
REVISION / REMIND / REVISIT - Builds on ...	<p><b>NC Links</b></p> <ul style="list-style-type: none"> <li>To observe changes across the four seasons.</li> <li>To observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p><b>Key Learning</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul> <p><b>Vocabulary</b> Weather (sunny, rainy, windy, snowy etc.), seasons (Winter, Summer, Spring, Autumn), sun, sunrise, sunset, day length</p>	<ul style="list-style-type: none"> <li>Collect information about the weather regularly throughout the year </li> <li>Present this information in table and charts to compare the weather across the seasons</li> <li>Collect information, regularly throughout the year, of features that change with the seasons e.g. plants, animals, humans </li> <li>Present this information in different ways to compare the seasons</li> </ul>		<p>Weather station in infant school playground</p> <p>Active Science - Seasonal/Seasonal Changes Journey Sticks</p>
	<p><b>ASSESSMENT CRITERIA</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Can name the four seasons and identify when in the year they occur.</li> <li>Can describe weather in different seasons over a year.</li> <li>Can describe days as being longer (in time) in the summer and shorter in the winter.</li> <li>Can describe other features that change through the year</li> </ul>			

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	<b>Working Scientifically:</b>
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|  | <ul style="list-style-type: none"><li>• Use their evidence gathered to describe the general types of weather and changes in day length over the seasons.</li><li>• Use their evidence to describe some other features of their surroundings, themselves, animals, plants that change over the seasons</li><li>• Demonstrate their knowledge in different ways e.g. making a weather forecast video, writing seasonal poetry, creating seasonal artwork</li></ul> |
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