



| Year One: Elmton Class | | | | | |
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| Autumn | | Spring | | Summer | |
| Seasonal Change (Gr) N.C. Y1 PoS | Animals inc. humans (Gr) N.C. Y1 PoS | Super Scientists (PB) Beyond the KS1 N.C | Everyday Materials (Gr) N.C. Y1 PoS | Biodiversity (Tw) N.C. Y2 PoS | Identifying Plants (Gr) N.C. Y1 PoS |
| Key Vocabulary Seasons, winter, summer, autumn, spring, weather, temperature, conditions, hibernate, adapt, longest day, shortest day | Key Vocabulary Senses, omnivore, carnivore, amphibian, herbivore, vertebrate, invertebrate, reptile, mammal, reptile, human, body part names, survive, hygiene, exercise, medicine | Key Vocabulary Circuit, wire, bulb, buzzer, simple circuit, conducts, conductor, travels, gravity, friction, forces, surface, static | Key Vocabulary Materials, properties, purpose, hard, soft, waterproof, insulate, protect, bendy, smooth, rough, common, distinguish, variety, sort, group, describe, twist, stretch, bend, squash, improve, man-made, natural | Key Vocabulary Pollination, pollinator, habitat, microhabitat, minibeast, predator minibeast, decomposer, food chain, ecosystems, biodiversity, depend | Key Vocabulary Garden plant, wild plants, evergreen, deciduous, growing, trees, sort, stem, flower, leaf, roots, bulbs |

| Scientific Knowledge to be covered throughout the year | | | | |
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| Term | Disciplinary Knowledge | Biology | Chemistry | Physics |
| Autumn 1: Seasonal Change | <u>Comparative and fair testing</u> <ul style="list-style-type: none"> Y1: Know that predictions can be made. Y1: Know that simple tests can be carried out with support. | | | <ul style="list-style-type: none"> Know that and observe the apparent movement of the Sun during the day. Know that and observe changes across the four seasons. Know that and observe and describe weather associated with the seasons and how day length varies. |
| Autumn 2: Animals inc. humans | <u>Identifying and classifying</u> <ul style="list-style-type: none"> Y1: Know that living and non-living things can be classified and compared. | <ul style="list-style-type: none"> Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. | | |



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| | <p><u>Gathering and recording</u></p> <ul style="list-style-type: none"> Y1: Know that patterns can be identified within scientific phenomena. | <ul style="list-style-type: none"> Know and Identify a variety of common animals that are carnivores, herbivores and omnivores. Know, describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). Know, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | | |
| <p>Spring 1: Super Scientists</p> | | <ul style="list-style-type: none"> Investigate our senses and reflexes Investigate how germs are transferred by touching things | | <ul style="list-style-type: none"> Investigate the effect gravity has on everyday objects. Investigate what happens to light when it passes through different transparent objects Know that common appliances that run on electricity. Know how to construct a simple series electrical circuit. |
| <p>Spring 2: Everyday Materials</p> | | | <ul style="list-style-type: none"> Know and distinguish between an object and the material from which it is made. Know and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Know and describe the simple physical properties of a variety of everyday materials. Know, compare and group together a variety of everyday materials on the basis of their simple physical properties. | |
| <p>Summer 1: Biodiversity</p> | | <ul style="list-style-type: none"> Know that most living things live in habitats to which they are suited and | | |



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| | | <p>describe how different habitats provide for the basic needs of different types of animals and plants.</p> <ul style="list-style-type: none">- Know and name a variety of plants and animals in their habitats, including microhabitats.- Know and describe the basic needs of animals, including humans, for survival and what factors influence this, such as their habitats.- Know and describe how different types of animals and plants in a habitat depend on each other.- Know and understand the idea of a simple food chain.- Know and describe how plants need water, light and a suitable temperature to grow and stay healthy. | | |
| <p>Summer 2: Identifying plants</p> | | <ul style="list-style-type: none">• Know and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.• Know and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. | | |