



## Key stage 1 Science planning 2022-2023

### Working Scientifically

#### National curriculum objectives:

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- ♣ 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
- ♣ gathering and recording data to help in answering questions.

**These are the scientific enquiry skills which run throughout the Key Stage 1 units of work.**

## Year 1

Plants	Everyday Materials	Animals including humans
<p><u>National curriculum objectives:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>♣ identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>	<p><u>National curriculum objectives:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ distinguish between an object and the material from which it is made</li> <li>♣ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>♣ describe the simple physical properties of a variety of everyday materials</li> <li>♣ compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>	<p><u>National curriculum objectives:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>♣ identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>♣ describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>♣ 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><i>Pupils will use the local environment throughout the year to observe how plants grow</i></p> <p><i>What plants can we find in our school environment?</i></p> <p><i>How do plants change over time?</i></p> <p>What is a plant?</p> <p>What are the main parts of a plant?</p> <p>What are the main parts of a tree?</p> <p>Are all leaves green?</p> <p>Do all trees lose their leaves in the Winter?</p> <p><u>Enhancement activity:</u></p> <p>Do small seeds produce small plants?.</p>	<p>What is a material?</p> <p>What are some of the materials everyday objects are made of?</p> <p>What are the properties of some everyday materials?</p> <p>Which materials will float?</p> <p>Which materials are opaque and which are transparent?</p> <p>Which material would be suitable to make a coat for teddy?</p>	<p>What is the difference between living and non-living?</p> <p>What are the different parts of the human body?</p> <p>Are everybody's bodies the same?</p> <p>What are the senses and which part of the body do we use for each sense?</p> <p>How can we use our sense of touch to identify different materials?</p> <p>How can we use our senses to identify a mystery object?</p> <p>How can we use our senses to identify the flavour of different drinks?</p> <p>How can we sort different animals into groups?</p> <p>What do different animals eat?</p>

## Seasonal changes (this unit runs throughout the year)

Pupils should be taught to:

- ♣ observe changes across the four seasons
- ♣ observe and describe weather associated with the seasons and how day length varies.

In this unit, children will explore changes in the school environment across the four seasons. Their study will be guided by a variety of questions:

What are the four seasons?

What is the weather like in each season?

How does day length change throughout the year?

How do plants and animals respond to the change of seasons?

[Links to plants:](#)

[What plants can we find in our school environment?](#)

[How do plants change over time?](#)