

# Pudsey Bolton Royd Primary School Science Long-Term Plan

## Year 1

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>
<b>Enquiry Questions</b>		
What do my body parts do?		How are other animals different to humans?
<b>Outcomes</b>		
What are the names for the main parts of the body? (Identify and classify) Pupils draw around a child and label the key parts of the body. Photos to be taken for the floor book.		Do all animals have the same senses as humans? (Research)  Short written conclusion.
<b>Linked Texts</b>		
Hello, world! My body		When elephants listen with their feet
<b>Linked Experiences</b>		
N/A		
<b>Overview</b>		
Exploration of the senses has to be an immersive, hands-on experience for young scientists. Through the key enquiry type of identifying and classifying, pupils will begin to question the world around them. They will use hands-on, practical activities to investigate the five senses. These include: allowing pupils to experience the classroom blindfolded, listening to the different sounds around the school site, experiencing the tastes of a range of foods, feeling a variety of textures in a feely bag and experience a range of smells from sniff boxes. Pupils will also identify the key parts of the human body.		As part of this unit, pupils will learn to classify a range of animals. Pupils will begin by grouping a range of inanimate objects, providing reasons for grouping them in this way, before grouping a range of animals. Using a range of texts, pupils will also identify omnivores, carnivores and herbivores. Finally, pupils will label the structure of a range of common animals, comparing them with each other. Using their knowledge of human senses, pupils will then produce a short written answer to the question 'Do all animals have the same senses as humans?'.
<b>Knowledge and/or Skills Covered</b>		
Make comments about what they are going to explore/investigate, in a context given to them. Make simple scientific comparisons (e.g. spot the difference between pictures) Begin to use first-hand observation using senses (e.g. qualitative comments, some measurements)		Children access simple books, websites, photos, videos and other sources that are given to them Use common words and phrases to talk about science
<b>National Curriculum Attainment Targets</b>		
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Identifying and classifying.		Identify and name a variety of common animals and birds 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).

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		Identify and classify
<b>Important Vocabulary</b>		
Head, Neck, Arms, Elbows, Legs, Knees, Face, Ears, Eyes, Hair, Mouth, Teeth.		Fish, Bird, Reptile, Baby, Cub, Nest, Egg, Mouth, Neck, Eyes, Teeth, Wing, Claw, Tail, Beak, Fur, Feather, Fin, Scales, Research, Non-fiction

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<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Enquiry Questions</b>		
Why isn't everything made out of the same material?	Why don't all plants look the same?	What happens in each season?
<b>Outcomes</b>		
Is there a pattern in the types of materials that are used to make objects in a school? (Pattern seeking)	What are the most common British plants and where can we find them? (Research)	How does a tree change over the year? (Observing over time)
Record results in a table (Object, material and its use). Short conclusion on what they found.	Stuck in pictures of common plants in the UK, pupils correctly identified them.	4 pictures showing the changes of a tree over the 4 seasons.
<b>Linked Texts</b>		
Materials: What is stuff made from?	British wild flowers	Four seasons
<b>Linked Experiences</b>		
<b>Overview</b>		
As part of this unit, pupils will define the terms such as rough, smooth, shiny, stiff and find objects around school which have those properties. Pupils will then name a variety of common materials including wood, plastic, glass, metal, water and rock. After this, pupils will learn to distinguish between an object and the material it's made from, recording their results in a table and then writing a short conclusion about what they found. Finally, pupils will develop their ability to group things from Spring 1, by classifying a variety of materials based on their physical properties.	In this unit, pupils will get the opportunity to explore the school grounds, identifying the common plants they discover using a simple identification guide. Pupils will then carry out some research on the most common plants in the UK and see if this correlates to what they saw around school. They will then grow their own sunflower, observing its growth closely and documenting any changes they notice. Pupils will then describe the main parts (roots, stem, leaves, flowers, trunk, branches) of different plants.	In this unit, taught throughout the year, pupils will explore the changes in weather and temperature throughout the year. They will be able to name the 4 seasons as well as describe the associated weather. Pupils should notice key changes during the seasons such as trees losing their leaves, frosts, varying daylight and bulbs beginning to grow. Pupils will keep a diary of these changes and should begin to make predictions about weather patterns.
<b>Knowledge and/or Skills Covered</b>		
Ask and answer simple questions about what they have seen/heard Start to make simple recordings during the enquiry process (e.g. lists, tallies) Make simple comments about their enquiry experience	Children access simple books, websites, photos, videos and other sources that are given to them Measure to nearest 10cm e.g. with a metre rule painted in 5cm blocks Recount what they've seen or found, or draw a picture	Show curiosity about what might happen Begin to use first-hand observation using senses (e.g. qualitative comments, some measurements) Using their observations and ideas to suggest answers to questions
<b>National Curriculum Attainment Targets</b>		
Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of everyday materials. Compare and group together a variety of everyday materials on the basis of their physical properties. Distinguish between an object and the material from which it's made.	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. Observe closely, using simple equipment.	Observe and describe weather associated with the seasons and how the day length varies. Observe changes across the four seasons. Gather and record data to help in answering questions.

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Perform simple tests.		
<b>Important Vocabulary</b>		
Object, Material, Wood, Plastic, Glass, Metal, Water, Rock, Rough Smooth, Shiny, Cloudy Strong/weak, Waterproof, Bendy/stiff, Soft/hard, Float/sink, Stretchy	Daffodil, Daisy, Dandelion, Leaves, Flower/blossom, Trunk, Branch, Stem, Petal, Root, Soil, Fruit, Berry, Seed, Bulb	Weather, Hot, Cold, Wind, Rain, Snow, Ice, Seasons (Autumn Winter Spring Summer), Day, Month, Year, Sun, n rainbow