Gulval School

Thrive School of Excellence 2021

Year 1 Science Sequence

Animals Including Humans: Our Bodies

National Curriculum Objective	Key Learning	I Can…
• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	• Humans have key parts in common, but these vary from person to person. • Humans (and other animals) find out about the world using their senses. • Humans have five senses – sight, touch, taste, hearing and smelling. • These senses are linked to parts of the body.	• I can accurately name and compare body parts • I can classify people according to their features • I can look for patterns between people • I can investigate human senses

Key Vocabulary:
Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, Senses – touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue

End of unit assessment:
TAPS: YR 1 Body Parts

Example evidence for 'Secure'

- 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 name body parts correctly when talking about measurements and comparisons e.g. "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.
- Can talk about their findings from investigations using appropriate vocabulary e.g. "My fingers are much better at feeling than my toes" "We found that the crisps all taste the same.
- Can Investigate human senses e.g. Which part of my body is good for feeling, which is not? Which food/flavours can I identify by taste? Which smells can I match?

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Seasonal Changes

National Curriculum Objective	Key Learning	I Can…
• Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length	• 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. • 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. • The change in weather causes many other changes. Some examples are: numbers of minibeasts found outside; seed and plant growth; leaves on trees; and types of clothes worn by people.	• I can name the four seasons and identify when in the year they occur • I can investigate the changes in weather in different seasons over a year • I can collect information to classify weather and day length in different seasons • I understand changes in weather bring about other changes to plants and animals

Key Vocabulary:
Weather (sunny, rainy, windy, snowy etc.) Seasons (winter, summer, spring, autumn) Sun, sunrise, sunset, day length

End of unit assessment:
TAPS: YR 1 seasonal change

Example evidence for 'Secure'

- Collect information about the weather regularly throughout the year. E.g. though the use of a rain gauge
- Present this information in tables and charts to compare the weather across the seasons.
- Collect information, regularly throughout the year, of features that change with the seasons e.g. plants, animals, humans.
- Present this information in different ways to compare the seasons.
- Gather data about day length regularly throughout the year and present this to compare the seasons.
- Demonstrate their knowledge in different ways e.g. making a weather forecast video, make a wind sock to measure wind direction and a wind vane to measure the direction of the wind. Record the observations.

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Everyday materials

National Curriculum Objective	Key Learning	I Can…
• 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.	• All objects are made of one or more materials. • Some objects can be made from different materials e.g. plastic, metal or wooden spoons. • 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.	• I can identify and name a variety of everyday materials (including wood, plastic, glass, metal, water and rock.) • I can compare and group materials based on their properties. • I can test the different properties of objects

Key Vocabulary:
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

End of unit assessment:
TAPS: YR 1 float and sink

Example evidence for 'Secure'

- Classify objects made of one material in different ways e.g. a group of objects made of metal.
- Classify in different ways one type of object made from a range of materials e.g. a collection of spoons made of different materials.
- Classify materials based on their properties.
- 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.
- Can use their test evidence to answer the questions about properties e.g. "Which cloth is the most absorbent?"
- Can describe why a material may not be suitable for purpose.

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Plants

National Curriculum Objective	Key Learning	I Can…
• 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.	• 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. • Plants have common parts, but they vary between the different types of plants. • Some trees keep their leaves all year while other trees drop their leaves during autumn and grow them again during spring	• I can identify and name trees and other plants in my locality • I can describe and compare key features of these trees and plants • I can identify the structure of a flower • I can investigate trees which lose their leaves and those that kept them the whole year

Key Vocabulary:
Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud. Names of trees in the local area. Names of garden and wild flowering plants in the local area

End of unit assessment:
TAPS YR 1 plant structure

Example evidence for 'Secure'

- Make close observations of leaves, seeds, flowers etc.
- Compare two leaves, seeds, flowers etc.
- Classify leaves, seeds, flowers etc. using a range of characteristics.
- Identify plants by matching them to named images.
- Make observations of how plants change over a period of time.
- When further afield, spot plants that are the same as those in the local area studied regularly, describing the key features that helped them.

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Animals Including Humans

National Curriculum Objective	Key Learning	I Can…
• 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).	• 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. • Animals eat certain things - some eat other animals, some eat plants, some eat both plants and animals	• I can investigate and explain the lifecycle of an animal • I can classify and sort animals into animal groups: including fish, amphibians, reptiles, birds and mammals • I can compare what is similar and different about common animals • I can group animals according to what they eat. • I can identify the needs of pets and the care they need.

Key Vocabulary:

Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves

Names of animals experienced first-hand from each vertebrate group: Animal names including:

Birds: blackbird, seagull, pigeon

Fish: salmon, tuna, mackerel, goldfish

Amphibians: Frog, toad, salamander, newt

Reptiles: crocodile, turtle, alligator, snake

Mammals: mouse, lion, dog, deer, human

Invertebrates: worm, jellyfish, spider, lobster

N.B.

The children need to be able to name and identify a range of animals in each group e.g. name specific birds and fish. They do not need to use the terms mammal, reptiles etc. or know the key characteristics of each, although they will probably be able to identify birds and fish, based on their characteristics. The children also do not need to use the words carnivore, herbivore and omnivore. If they do, ensure that they understand that carnivores eat other animals, not just meat.

End of unit assessment:

TAPS YR 1 Animal classification

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Example evidence for 'Secure'
• 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 use secondary resources to find out what animals eat, including talking to experts e.g. pet owners, zookeepers etc. • Make first-hand, close observations of animals from each of the groups. • Classify animals using a range of features. • Identify animals by matching them to named images. • Classify animals according to what they eat. • Design a leaflet explaining to potential pet owners what their animal will need.