**Year 1 Science Curriculum – Ongoing throughout Year**

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| **Theme: Sensing Seasons** | | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | | **Links across the curriculum** |
| 1. To observe changes across the four seasons. 2. To observe and describe weather associated with the seasons and how the day length varies. | | | **Keyword** | **Definition** | **Evidence** | proof | | | **Geography -** weather and seasons, recording and forecasting the weather.  **English** – Playing; Tim Hopgood – Three children enjoy playing outside in all seasons.  Walking and Walking; Anthony Robinson/Gwyneth Williamson – Following a girl and her family as they take a walkthrough changing landscapes and seasons.  Seasons Scrapbook; Charlotte Rab/Christine Jenny – Follow one girl as she visits the park at different points of the year, collecting objects and pictures for her scrapbook to show the differences between the seasons.  The Gardening Year; Becky Dickinson – The garden changes with every season.  **Maths** – counting, name of the months, telling the time, data collect & tables.  **Computering –** gathering/ recording data, taking photos.  **Art -** artwork on landscapes, sketch seasonal changes to the local surroundings.  NOTE:  Children in Year 1 do not need to learn that the Earth’s tilt causes the seasons. However, they should be made aware of the apparent position of the sun in the sky and the difference in day length between winter and summer. |
| **Compare** | To notice how things are the same or different | **Similar** | Not exactly the same but very alike | | |
| **Describe** | To use words to tell someone else what something is like | **Names of clothing & fabrics that suit weather conditions** | hat, gloves, mittens, scarf, muffler, earmuffs, boots, coat  thick, thin, woolly, furry, warm, waterproof | | |
| **Different** | Not the same | **Name of animals** | Cats, dogs, hedgehogs, squirrels, foxes,  blackbird, robin, pigeon, starling, sparrow, seagull, magpie, wagtail, blue tit, great tit,  butterfly, fly, wasp, bee, woodlice, worm, ant, ladybird, spider | | |
| **Match** | To find another something the same | **Names of plants, trees** | pansy, geranium, busy Lizzie, petunia, begonia, daisy, snapdragon, fuchsia, lily, daffodil, buddleia, lavender, cosmos, buttercup, thistle, nettle, foxglove, poppy, dandelion, daisy, cornflower, periwinkle, bluebell, oak, horse chestnut, holly | | |
| **Weather** | The conditions at a particular time for example: rain/rainy, sun/sunny, wind/windy, snow/snowy, shower, drizzle, puddle, breeze, gale, storm, thunder, lightning, sleet, frost, fog, mist, | **Tier 3 vocabulary** | <https://static.collins.rhapsode.com/Snap_Science/Teaching_Science/Year_1/SNAP23_Y1_M1_seasons_ms.pdf> | | |
| **Record (verb)** | To draw or write what you observed or measured |  |  | | |
| **Prior knowledge:***What specifically have pupils learned that is relevant to this unit that they are building upon?* | | | | | | | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* | | |
| Seasonal changes is a Biology topic building on children’s experiences in Foundation stage.  Children have previously learnt:   * To notice similarities and differences in relation to places, objects, materials and living things * To talk about features of their own immediate environment * To make observations of animals and plants and explain why some things occur and talk about changes (EYFS framework; ELG Understanding the World). | | | | | | | This prepares children for later learning:   * Year 2 Biology – Living things and their habitats | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1. ***Are all leaves the same? (September)*** | | Leaves vary in colour, texture, and shape. Leaves can be used to help identify plants. | | | | | **Working scientifically**  **Skills children will learn, use and develop**   * Observing closely [using simple equipment]. * Identifying and classifying.   **Knowledge about science children will learn**  They will develop an understanding of the following types of enquiry: identifying and classifying and observing over time.  They will learn that scientists build explanations about the natural world by making observations and collecting, analysing and interpreting data to test their ideas, and that they identify links, patterns and relationships. | | |
| 1. ***Which animals share our space? (Autumn)*** | | Different animals have different habitats. In autumn the weather becomes colder, leaves change colour, daylight hours become shorter. | | | | |
| 1. ***Do all trees shed their leaves? (Early Winter)*** | | Deciduous leaves change colour in the autumn and fall to the ground. Evergreen trees do not drop their leaves. Winter is the season that comes after autumn. It has the coldest weather of the year. It is less easy to see insects and mammals in winter. | | | | |
| 1. ***Are all flowers the same? (Spring)*** | | Flowers vary by shape and colour. Different plants flower at different times of the year. There are more flowering plants in the spring and summer. In spring the temperature and the number of daylight hours begin to increase, plants begin to grow, and hibernating animals emerge. | | | | |
| 1. ***Which birds visit our bird feeders? (Spring)*** | | There are signs of animals in every school grounds. Different types of birds can be seen at different times of the year. Most insects can be seen in the spring and summer. | | | | |
| 1. ***How has our space changed over the year?*** *(Early Summer)* | | Summer is the warmest season of the year. The sun is highest in the sky in the summer. Many flowering plants produce fruits in the summer. Common natural events can be matched to the seasons. For example, leaf buds and blossoms with spring; fruit formation with summer; leaf drop with autumn and animal hibernation with winter. | | | | |
| 1. ***Assessment*** | | Snapshot 2: Which season is which?  Curriculum statement is achieved if the child: Can match almost all the cards to the correct season. Gives a reason for the choice they have made – and a plausible reason for any incorrectly placed cards. | | | | |  | | |
| **Themes and links** | | | | | | | | | |
| **Themes (types of enquiry)** | **Where these are covered:** | | | | | | | **Links across the Science curriculum** | |
| **Observing closely (using simple equipment)** | Lessons 1,2,3,4,5 and 6  Can describe observations using sensory and context-specific vocabulary (colour, size, texture, number of legs etc.)  Can make observations using all their senses (as appropriate to the task). | | | | | | | |  |  | | --- | --- | | **EYFS** | To notice similarities and differences in relation to places, objects, materials and living things.  To talk about features of their own immediate environment.  To make observations of animals and plants and explain why some things occur and talk about changes (EYFS framework; ELG Understanding the World). | | **1** |  | | **2** | Living things and their habitats. | | **3** |  | | **4** | How are living things classified? Plant groups of wild, garden, deciduous and evergreen plants. | | **5** | Understand that it is the Earth’s tilt on its axis that causes the seasons. This draws on their learning about the Sun and shadows to develop an understanding of the role of latitude in day length and seasons. | | **6** |  | | |
| **gathering and recording data to help in answering questions** | Lesson 5  Collect data in a table. | | | | | | |
| **Pattern seeking** | Lessons 1,2,3,4,5 and 6  Can name the four seasons and describe the weather in different seasons over a year. | | | | | | |
| **Comparative and fair testing** | N/A in this topic. | | | | | | |
| **Identifying and classifying** | Lessons 1,2,3,4,5 and 6  Use images to identify and name some animals and plants found around the school. | | | | | | |  | |