

SCIENCE YEARLY PLANNER

Year group: ONE

Term	Topic	Statutory requirements	Time	Content
Autumn 1st	Seasonal Changes	observe changes across the autumn and winter seasons observe and describe weather associated with the seasons and how day length varies.	4 wks	What are the four seasons – season wheels Daily weather observation Weather log with symbols Weather walks – observations Plants and trees observation Discuss different parts of the day – morning, afternoon and evening Sun safety Clothing of different seasons
	Animals, including humans	identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	2 wks	Five different senses – different experiments for senses – taste test, smell test, hearing test, seeing test, touch test. Label parts of the body – enlarge collage to label
Autumn 2nd	Animals, including humans	identify, name, draw and label the basic parts of the human body and say	4 wks	Five different senses – different experiments for senses – taste test, smell

		which part of the body is associated with each sense.		test, hearing test, seeing test, touch test. Label parts of the body – enlarge collage to label
Spring 1st	Animals, including humans	<p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	3 wks	<p>Name common animals</p> <p>Pictures, grouping and labelling of animals, types of animals</p> <p>Learn the names carnivore, herbivore and omnivore and what they mean</p> <p>Group animals by the food they eat</p> <p>Label body parts of different animals</p> <p>Care of animals – pets</p> <p>Explore and answer questions about animals and their habitat</p> <p>Possible visit – farm</p>
	Plants	<p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	3 wks	<p>Explore and answer questions about plants growing in their habitat.</p> <p>Observe the growth of flowers and vegetables that they have planted</p> <p>Diary of the growth of flowers, vegetables & plants</p> <p>They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed,</p>

Spring 2nd	Seasonal Changes	observe changes across the winter and spring season observe and describe weather associated with the seasons and how day length varies.	2 wks	trunk, branches, stem). observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Pupils might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.
	Plants	identify and name a variety of common wild and garden plants, including deciduous and evergreen	3 wks	What are the four seasons – season wheels Daily weather observation Weather log with symbols Weather walks – observations Plants and trees observation Discuss different parts of the day – morning, afternoon and evening Sun safety Clothing of different seasons
				Explore and answer questions about plants growing in their habitat. Observe the growth of flowers and

		<p>trees identify and describe the basic structure of a variety of common flowering plants, including trees.</p>		<p>vegetables that they have planted Diary of the growth of flowers, vegetables & plants They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem). Observe closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Pupils might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.</p>
Summer 1st	Everyday materials	<p>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</p>	6 wks	<p>Name and identify everyday materials - explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent;</p>

		of everyday materials on the basis of their simple physical properties.		opaque/transparent. Materials collage Pupils should explore and experiment with a wide variety of materials, including for example: brick, paper, fabrics, elastic, foil. Perform simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?'
Summer 2nd	Seasonal Changes	observe changes across the spring and summer season observe and describe weather associated with the seasons and how day length varies.	2 wks	What are the four seasons – season wheels Daily weather observation Weather log with symbols Weather walks – observations Plants and trees observation Discuss different parts of the day – morning, afternoon and evening Sun safety Clothing of different seasons
	Plants	identify and name a variety of common wild and garden plants, including deciduous and evergreen	4 wks	Explore and answer questions about plants growing in their habitat. Observe the growth of flowers and

		<p>trees identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>vegetables that they have planted Diary of the growth of flowers, vegetables & plants They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem). Observe closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Pupils might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.</p>
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