

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Topic	Beegu	Pipkin of Pepper	Lost and Found	Bog Baby	Peter Rabbit	Queen's Hat	
Learning Objective (from DC Pro)	<b>Working Scientifically</b>						
	<p>1. I can identify, group and sort objects or living things</p> <p>2. I can use simple equipment to help me observe the world closely (e.g. hand lenses)</p> <p>3. I can ask simple questions and understand they may have a number of different answers</p>	<p><b>Animals incl Humans</b></p> <p>2. I can name and draw the basic parts of the human body</p>	<p><b>Animals incl Humans</b></p> <p>1. I can name all of the senses and identify the part of the body associated with that sense.</p>	<p><b>Materials</b></p> <p>1. I can describe why certain materials are used for certain purposes e.g. bricks and houses</p> <p>2. I can group materials by their properties</p> <p>3. I can describe the similarities and differences between everyday materials</p> <p>4. I can describe the properties of everyday materials</p> <p>5. I can recognise objects and the materials they are made from</p> <p>6. I can identify and name everyday materials</p>	<p><b>Plants and Trees</b></p> <p>1. I can identify and name a variety of common wild and garden plants</p> <p>2. I can name the different parts of a flower e.g. root, stem, leaf</p> <p>3. I can compare flowers and plants to identify similarities and differences</p>	<p><b>Animals incl Humans</b></p> <p>3. I can compare the structure of a variety of common animals.</p> <p>4. I can identify and name some carnivores, herbivores and omnivores.</p> <p>5. I can identify a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p>	<p><b>Materials</b></p> <p>2. I can group materials by their properties</p> <p>4. I can describe the properties of everyday materials</p> <p>5. I can recognise objects and the materials they are made from</p> <p>6. I can identify and name everyday materials</p>
			<p><b>Seasonal Changes (Autumn)</b></p> <p>1. I can talk about the changes to the weather across the seasons</p> <p>2. I can talk about the changes to plants across the seasons</p> <p>3. I can describe the four seasons</p>	<p><b>Seasonal Changes (Winter)</b></p> <p>1. I can talk about the changes to the weather across the seasons</p> <p>2. I can talk about the changes to plants across the seasons</p> <p>3. I can describe the four seasons</p>	<p><b>Seasonal Changes (Spring)</b></p> <p>1. I can talk about the changes to the weather across the seasons</p> <p>2. I can talk about the changes to plants across the seasons</p> <p>3. I can describe the four seasons</p>		<p><b>Seasonal Changes (Summer)</b></p> <p>1. I can talk about the changes to the weather across the seasons</p> <p>2. I can talk about the changes to plants across the seasons</p> <p>3. I can describe the four seasons</p>
Skills	<ul style="list-style-type: none"> <li>-Ask simple questions about the world around us.</li> <li>- To begin to observe and identify, compare and describe.</li> <li>- To begin to use simple secondary sources to find answers.</li> <li>- To begin to find information to help me from books and computers with help.</li> <li>- Use some simple scientific language</li> <li>- Use comparative language with support.</li> </ul>	<ul style="list-style-type: none"> <li>- Ask simple questions about the world around us.</li> <li>- Begin to recognise that they can be answered in different ways (grouping and classifying, finding things out from secondary sources).</li> <li>- Perform simple tests with support.</li> <li>- To begin to discuss my ideas about how to find things out.</li> <li>- Gather and record data with some adult support, to help in answering questions.</li> <li>- Identify and classify with some support.</li> <li>- To begin to observe and identify, compare and describe.</li> <li>- Use some simple scientific language.</li> </ul>	<ul style="list-style-type: none"> <li>- Ask simple questions about the world around us.</li> <li>- Begin to recognise that they can be answered in different ways (grouping and classifying, finding things out from secondary sources).</li> <li>- Perform simple tests with support.</li> <li>- To begin to discuss my ideas about how to find things out.</li> <li>- Gather and record data with some adult support, to help in answering questions.</li> <li>- Identify and classify with some support.</li> <li>- To begin to observe and identify, compare and describe.</li> <li>- Begin to talk about whatthey have found out and how they found it out.</li> <li>- To begin to say what happened in my investigation.</li> <li>- To begin to say whether I was surprised at the results or not.</li> <li>- To begin to say what I would change about my investigation.</li> <li>- Use some simple scientific language.</li> <li>- Use comparative language with support.</li> </ul>	<ul style="list-style-type: none"> <li>- Ask simple questions about the world around us.</li> <li>- Begin to recognise that they can be answered in different ways (grouping and classifying, finding things out from secondary sources).</li> <li>- Perform simple tests with support.</li> <li>- To begin to discuss my ideas about how to find things out.</li> <li>- Gather and record data with some adult support, to help in answering questions.</li> <li>- Identify and classify with some support.</li> <li>- To begin to observe and identify, compare and describe.</li> <li>- Begin to talk about whatthey have found out and how they found it out.</li> <li>- To begin to say what happened in my investigation.</li> <li>- To begin to say whether I was surprised at the results or not.</li> <li>- To begin to say what I would change about my investigation.</li> <li>- Use some simple scientific language.</li> <li>- Use comparative language with support.</li> </ul>	<ul style="list-style-type: none"> <li>-Ask simple questions about the world around us.</li> <li>- To begin to discuss my ideas about how to find things out.</li> <li>- Can show my results in a simple table that my teacher has provided.</li> <li>- Identify and classify with some support.</li> <li>- To begin to observe and identify, compare and describe.</li> <li>- To begin to use simple features to compare objects, materials and living things and, with help, decide how to sort and group them.</li> <li>- To begin to use simple secondary sources to find answers.</li> <li>- To begin to find information to help me from books and computers with help.</li> <li>- Use some simple scientific language</li> </ul>	<ul style="list-style-type: none"> <li>- Ask simple questions about the world around us.</li> <li>- Begin to recognise that they can be answered in different ways (grouping and classifying, finding things out from secondary sources).</li> <li>- Perform simple tests with support.</li> <li>- To begin to discuss my ideas about how to find things out.</li> <li>- Gather and record data with some adult support, to help in answering questions.</li> <li>- Identify and classify with some support.</li> <li>- To begin to observe and identify, compare and describe.</li> <li>- Use some simple scientific language.</li> <li>- Use comparative language with support.</li> </ul>	

## Science Progression Map – Year 1

Sticky Knowledge	<p>To be able to identify and name the head, ear, eye, nose, teeth, mouth, shoulder, elbow, thumb, hand, fingers, leg, knee, foot and toes on a human.</p> <p>To understand how each part of the body is important.</p> <p>To identify differences and similarities between body parts.</p>	<ul style="list-style-type: none"> <li>- To name all 5 senses.</li> <li>- To identify the body part associated with each sense.</li> <li>- To give an example of something identified with each sense. (dog barking – hearing)</li> <li>- To know that Autumn is one of the four seasons.</li> <li>- To know the names of the Autumn months.</li> <li>- To identify 5 features of Autumn. (leaves fall from trees, leaves turn brown, red and orange, squirrels collect acorns, conkers, cooler weather. Daytimes get shorter.)</li> <li>- To give examples of clothes that we could wear in Autumn.</li> </ul>	<ul style="list-style-type: none"> <li>- To know that Winter is one of the four seasons.</li> <li>- To know the names of the Winter months.</li> <li>- To identify 5 features of Winter. (leaves fall from trees, leaves turn brown, red and orange, squirrels collect acorns, conkers, cooler weather. Daytimes get shorter.)</li> <li>- To give examples of clothes that we could wear in Winter.</li> <li>- To compare the features of Winter and it's weather to Autumn and it's weather.</li> </ul> <p>To name 5 types of material – plastic, wood, fabric, glass, paper, brick, stone, metal.</p> <p>To name a 2 properties associated with each material.</p> <p>To identify an object that is made from each material.</p> <p>To know why objects are made from different materials.</p> <p>To sort materials using their similarities.</p>	<ul style="list-style-type: none"> <li>- To know that Spring is one of the four seasons.</li> <li>- To know the names of the Spring months.</li> <li>- To identify 5 features of Spring. (blossom on trees, leaves turn brown, red and orange, squirrels collect acorns, conkers, cooler weather. Daytimes get shorter.)</li> <li>- To give examples of clothes that we could wear in Spring.</li> <li>- To compare the features of Spring and it's weather to Autumn and Winter and their weather.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify the body parts of animals – e.g. legs, paws, claws, wings, fur, head, body.</li> <li>- Know that mammals have hair or fur.</li> <li>- Know that mammals have live young.</li> <li>- Know that humans are mammals.</li> <li>- Name 3 features of a bird. e.g. beak, 2 legs, fathers, wings.</li> <li>-Name 3 features of a fish e.g.gills, live and breathe underwater, scaly skin, fins.</li> <li>-Give an example of an amphibian and know that they live on land and in the water.</li> <li>-Give an example of a reptile and know that they have scales.</li> <li>-Know that carnivores eat meat, herbivores eat plants and omnivores eat both.</li> <li>- Give an example of a carnivore and name something they might eat.</li> <li>-- Give an example of a herbivore and name something they might eat.</li> <li>- Give an example of an omnivore and name something they might eat.</li> <li>- Know that humans are omnivores.</li> <li>- Sort animals into herbivores, carnivores and omnivores when they know what they eat.</li> </ul>	<ul style="list-style-type: none"> <li>- To know that Summer is one of the four seasons.</li> <li>- To know the names of the Summer months.</li> <li>- To identify 5 features of Summer. (leaves fall from trees, leaves turn brown, red and orange, squirrels collect acorns, conkers, cooler weather. Daytimes get shorter.)</li> <li>- To give examples of clothes that we could wear in Summer.</li> <li>- - To compare the features of Summer and it's weather to Autumn, Winter and Spring and their weather.</li> </ul> <p>To name 5 types of material – plastic, wood, fabric, glass, paper, brick, stone, metal.</p> <p>To name a 2 properties associated with each material.</p> <p>To identify an object that is made from each material.</p> <p>To know why objects are made from different materials.</p> <p>To sort materials using their similarities.</p>
Vocabulary	<p>Temperature, body, human, head, eye Nose, ear, mouth, teeth, shoulder, elbow Hand, fingers, thumb, leg, knee, foot, toes</p>	<p>Sight, hearing, touch, taste, smell, eyes, ears, hands, skin, nose, mouth, tongue, bitter, sweet, salty, listen, hear, see, warm, cold, hot, rough, smooth, dry, wet.</p> <p>Autumn, seasons, weather, daylight, months, September, October, November Deciduous, evergreen</p>	<p>Material, hard, soft, stretchy, rigid, shiny, dull, flexible, rough, smooth, plastic, wood, metal, water, glass, paper, brick, fabric, stone, waterproof, absorbent, transparent, opaque, Winter, weather, cold, snow, ice, rain, bare, frost, freeze, December, January, February.</p>	<p>Wild, garden, weed, deciduous, evergreen, leaves, stem, roots, fruit, seed, bulb, flower, petals, dandelion, daisy, buttercup, dog rose, daffodils, horse chestnut, oak, sycamore. Spring, March, April, May, daylight, weather, warmer, blossom, lambs, chicks, shoots,</p>	<p>Mammals, birds, fish, amphibians, reptiles, carnivores, herbivores, omnivores, human, rabbit, fox, hedgehog, squirrel, duck, robin, chicken, goldfish, minnow, frog, tortoise, toad. Scales, fur, slimy, smooth, babies, tadpoles, hair, fins, gills.</p>	<p>Seasons, Summer, Autumn, Winter, Spring, weather, hotter, longest days, leaves, flowers, bees, butterflies, June, July, August, sun, rain, showers, thunder, lightning, storms, Sunflowers, roses, lavender.</p> <p>Material, hard, soft, stretchy, rigid, shiny, dull, flexible, rough, smooth, plastic, wood, metal, water, glass, paper, brick, fabric, stone, waterproof, absorbent, transparent, opaque,</p>