Butterknowle Primary School
Class 1 Science Curriculum Long Term Planning (2014 – 2016)
Incorporating the EYFS Early Learning Goals

Working scientifically

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- *follow instructions involving several ideas or actions. (ELG Understanding)*
- *answer 'how' and 'why' questions about their experiences and in response to stories or events. (ELG Understanding)*
- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

Living things and their habitats

Pupils should be taught to:

- *follow instructions involving several ideas or actions. (ELG Understanding)*
- *answer 'how' and 'why' questions about their experiences and in response to stories or events. (ELG Understanding)*
- *find out about similarities and differences in relation to places, objects, materials and living things (ELG The World)*
- *know about the features of their own immediate environment and how environments might vary from one another.(ELG The World)*
- *make observations of animals and plants and explain why some things occur, and talk about changes.(ELG The World)*
- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including micro-habitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Animals including humans

Pupils should be taught to:

- *make observations of animals and plants and explain why some things occur, and talk about changes.(ELG The World)*
- 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 and invertebrates, and including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Plants

Pupils should be taught to:

- *make observations of animals and plants and explain why some things occur, and talk about changes.(ELG The World)*
- 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 and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Seasonal changes

Pupils should be taught to:

- *make observations of animals and plants and explain why some things occur, and talk about changes.(ELG The World)*
- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

Everyday materials

Pupils should be taught to:

- *know about similarities and differences in relation to places, objects, materials and living things (ELG The World)*
- 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 .
- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

2014 – 2015
Medium Term Science Planning

Curriculum Areas	Autumn Term 1	Spring Term 2	Summer Term 3
• **Working scientifically** • **Living things and their habitats** • **Animals including humans** • **Plants** • **Seasonal changes** • **Everyday materials**	• Weekly Forest Schools sessions – Summer and Autumn seasonal changes in plants, trees and living things. • Harvest Festival, bread making activities looking at changes in materials • Walks in our local area – observing changes in local area over time. • Our Body Project - identify, name, draw and label the basic parts of own body and say which part of the body is associated with each sense. Creating own representation of body parts using digital photography. Comparing and classifying our body parts and features (eye colour, hair colour, height) • Dental hygiene talk about personal health and hygiene. • WW1 Centenary Woodland – identifying and planting trees in school grounds.	• Weekly Forest Schools sessions – Winter and Spring seasonal changes, new life, spring time bulbs and flowers (snowdrops, daffodils, tulips, bluebells, crocuses). • Everyday materials – identifying and describing objects according to their material and properties. • Light and Dark – Moon phases – observing and collecting data (Link to start of Chinese New Year) • Animals of the Chinese New Year. Year of the Sheep. • Living or Dead project – collecting, identifying and classifying natural materials according to criteria. • Life cycles – winter hibernation and their habitats	• Weekly Forest Schools sessions – Spring and Summer seasonal changes. Observing and classifying trees (deciduous and evergreen) • Planting vegetables for autumn time harvesting (shallots, potatoes, courgettes, tomatoes, sunflowers) • Butterfly project – studying the life cycle, habitat and variety of species of butterflies. • Mini beast project