**Science Medium Term Plan-Year 1**

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| **Our Changing World** |
| **Lesson number and name**  | **National Curriculum** | **Working Scientifically Links** | **Scientific Enquiry Type** |
| **OCW- Animal Antics** |
| **1: Which animals live around our school?**  | Identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals | Gathering and recording data to help in answering questions | Noticing patterns |
| **2: How many birds visit our bird feeding station?**  | Identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals | Using observations and ideas to suggest answers to questions | Noticing patterns |
| **3: How do snails change over time?**  | Identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals | Observing closely using simple equipment | Observing changes over time |
| **EL1: How should we care for our pets?**  | Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals | Asking simple questions and recognising that they can be answered in different ways | Finding things out using secondary sources of information |
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| **OCW- Sensing Seasons** |  |  |  |
| **1: How do the changing seasons affect me?**  | Observe changes across the four seasons | Using observations and ideas to suggest answers to questions. | Observing changes over time |
| **2: What can we see and hear that shows us that the seasons are changing?**  | Part 1 Observe changes across the four seasons, and observe and describe weather associated with the seasons and how day length varies | Gathering and recording data to help in answering questions | Observing changes over time |
| **3: What can we see and hear that shows us that the seasons are changing?** **4: How does the weather change across the seasons?**  | Part 2 Observe changes across the four seasons, and observe and describe weather associated with the seasons and how day length variesObserve and describe weather associated with the seasons and how day length varies | Using observations and ideas to suggest answers to questionsGathering and recording data to help in answering questions | Observing changes over timeObserving changes over time |
| **5: What do different kinds of weather look and feel like?**  | Observe and describe weather associated with the seasons and how day length varies | Using observations and ideas to suggest answers to questions | Observing changes over time |
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| **OCW- Plants** |
| **1: How do leaves change across the year?**  | Observe changes across the four seasons | Observing closely using simple equipment | Observing changes over time |
| **2: Do all trees lose their leaves in winter and grow new ones in spring?** | Observe changes across the four seasons | Observing closely using simple equipment | Observing changes over time |
| **3: What flowers can we find during different seasons?**  | Observe changes across the four seasons | Observing closely using simple equipment | Observing changes over time |
| **4: How do plants grow and change over time** | Identify and describe the basic structure of a variety of common flowering plants, including trees | Observing closely using simple equipment | Observing changes over time |
| **5: What can we make with the food that we have grown?** | Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees | Identifying and classifying | Grouping and classifying |

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| **Module 1: Plant Detectives** |
| **Lesson number and name**  | **National Curriculum** | **Working Scientifically Links** | **Scientific Enquiry Type** |
| **1: What garden plants can we find around our school?**  | To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees | Observing closely using simple equipment | Grouping and classifying |
| **2: What wild plants can we find around our school?**  | To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees | Observing closely using simple equipment | Grouping and classifying |
| **3: What is the same and different about the flowers around us?**  | To identify and describe the basic structure of a variety of common flowering plants, including trees | Identifying and classifying | Grouping and classifying |
| **4: What is happening underground beneath our plants?**  | To identify and describe the basic structure of a variety of common flowering plants, including trees | Using observations and ideas to suggest answers to questions | Grouping and classifying |
| **5: What makes a tree a tree?**  | To identify and describe the basic structure of a variety of common flowering plants, including trees | Gathering and recording data to help in answering questions | Noticing patterns |
| **EL1: What different types of plants, leaves and flowers can be found at a garden centre?**  | To identify and describe the basic structure of a variety of common flowering plants, including trees | Observing closely using simple equipment | Grouping and classifying |
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| **Module 2: Looking At Animals** |
| **Lesson number and name**  | **National Curriculum** | **Working Scientifically Links** | **Scientific Enquiry Type** |
| **1: Who’s who in the animal world?** | Identify and name a variety of common animals including fish, amphibians, reptiles, birds,and mammals | Identifying and classifying | Grouping and classifying |
| **2: How are animals’ bodies different?**  | Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) | Observing closely using simple equipment | Finding things out using secondary sources of information |
| **3: Do fish have fingers?**  | Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) | Observing closely using simple equipment | Grouping and classifying |
| **4: What’s so special about birds?**  | Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) | Observing closely using simple equipment, and using observations and ideas to suggest answers to questions | Grouping and classifying |
| **5: How do different animals move?**  | Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) | Observing closely using simple equipment | Grouping and classifying |
| **6: Whose food is this?**  | Identify and name a variety of common animals that are carnivores, herbivores and omnivores | Identifying and classifying | Grouping and classifying |
| **7: Which animals are busy at night?**  | Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) | Identifying and classifying | Finding things out using secondary sources of information |
| **EL1: Which animals live in our home with us?**  | Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals | Gathering and recording data to help in answering questions | Grouping and classifying |
| **EL2: Who’s who at Old Macdonald’s Farm?**  | Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals | Identifying and classifying | Grouping and classifying |
| **EL3: Who cares for animals when they’re sick?**  |  Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals | Identifying and classifying | Grouping and classifying |
| **EL4: Who is on the menu today?**  | Identify and name a variety of common animals that are carnivores, herbivores and omnivores | Identifying and classifying | Grouping and classifying |
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| **Module 3: Using Our Senses** |
| **Lesson number and name**  | **National Curriculum** | **Working Scientifically Links** | **Scientific Enquiry Type** |
| **1: Is everyone’s body the same?**  | Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense | Asking simple questions and recognising that they can be answered in different ways | Grouping and classifying |
| **2: What differences can our tongues taste?**  | Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense | Identifying and classifying | Carrying out simple comparative and fair tests |
| **3: What can we hear using our sense of hearing?** | Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense  | Identifying and classifying | Grouping and classifying |
| **4: How can we explore the world using our sense of touch?** | Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense . | Using observations and ideas to suggest answers to questions | Carrying out simple comparative and fair tests |
| **5: Which smells do we love and hate?**  | Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense | Gathering and recording data to help in answering questions | Noticing patterns |
| **6: How do we use our senses to find out about the world around us?**  | Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense | Using observations and ideas to suggest answers to questions | Grouping and classifying |
| **EL1: How many layers of material will stop me from feeling the princess’ pea?**  | Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense | Performing simple tests | Carrying out simple comparative and fair tests |
| **EL2: How noisy is‘the crowded house?’**  |  Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense | Identifying and classifying | Grouping and classifying |
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| **Module 4: Everyday Materials** |
| **Lesson number and name**  | **National Curriculum** | **Working Scientifically Links** | **Scientific Enquiry Type** |
| **1: What material is this?** | Part 1: To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock | Identifying and classifying | Grouping and classifying |
| **2: What material is this?** | Part 2:To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock | Observing closely using simple equipment | Grouping and classifying |
| **3: Is all paper the same?**  | To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock | Performing simple tests | Carrying out simple comparative and fair tests |
| **4: Is all fabric the same?**  | To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock | Using observations and ideas to suggest answers to questions | Grouping and classifying |
| **5: What’s it made of?**  | To distinguish between an object and the material from which it is made | Identifying and classifying | Grouping and classifying |
| **6: Can the same object be made from different materials?**  | To distinguish between an object and the material from which it is made | Gathering and recording data to help in answering questions | Grouping and classifying |
| **7: What’s it like?**  | To describe the simple physical properties of a variety of everyday materials | Observing closely using simple equipment | Grouping and classifying |
| **8: Does it bend or stretch?**  |  To compare and group together a variety of everyday materials on the basis of simple physical properties | Gathering and recording data to help in answering questions | Carrying out simple comparative and fair test |
| **9: How wet can you get?**  | To compare and group together a variety of everyday materials on the basis of simple physical properties | Performing simple tests | Carrying out simple comparative and fair tests |
| **10: What do our plates feel like?**  | To describe the simple physical properties of a variety of everyday materials | Identifying and classifying | Grouping and classifying |
| **E1: What properties do ice and water have?**  | To describe the simple physical properties of a variety of everyday materials | Performing simple tests | Carrying out simple comparative and fair tests |
| **EL2:How will you decorate your picture frame?**  | **?** To distinguish between an object and the material from which it is made | Asking simple questions and recognising that they can be answered in different ways | Grouping and classifying |
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