

Science – Year 1 – Spring Term



Animals Including Humans (Spring 1)  
Seasonal Changes (Spring/Summer) (Spring2)

Prior Learning	
EYFS OBJECTIVES COVERED	
Y1 MATERIALS AND SEASONAL CHANGES (AUTUMN/WINTER)	
Key vocabulary for this unit	
<b>ANIMALS INCLUDING HUMANS</b> Animals –birds, reptiles, mammals, amphibians, fish Observe and identify Compare Similarities/differences Animal groups Carnivore Herbivore Omnivore Human body parts (leg,arm,neck,shoulder,elbow,hand,finger,stomach, hip,knee, feet,toe,eyes,ears,nose,mouth,skin,hair, tongue,ankle)	<b>SEASONAL CHANGES (SPRING/SUMMER)</b> Seasons Autumn Winter Spring Summer Month Weather Day length Night North/South/East/West Observe Signs of Spring Summer – hot/heat Hydrated /de-hydrated

Senses – sight,taste,hearing,touch,smell Diet	
Learning Sequence	
<b>SPRING 1</b>	<b>ANIMALS INCLUDING HUMANS</b>
<b>Observing Animals</b>	<ul style="list-style-type: none"> <li>• To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• To identify what groups animals belong to</li> </ul>
<b>Comparing Animals</b>	<ul style="list-style-type: none"> <li>• To describe and compare the structure of a variety of common animals</li> <li>• To say how animals are the same/different</li> <li>• To name some different animal's features</li> </ul>
<b>Animal Diets</b>	<ul style="list-style-type: none"> <li>• To identify, name and sort animals that are herbivores, carnivores and omnivores.</li> <li>• To explain and identify what different animals eat and why</li> <li>• To sort animals into the diet groups they belong to</li> </ul>
<b>The Human Body</b>	<ul style="list-style-type: none"> <li>• To identify, name, draw and label the basic parts of the human body</li> </ul>

	<ul style="list-style-type: none"> <li>To be able to label a diagram to show parts of the body</li> </ul>
<b>Senses</b>	<ul style="list-style-type: none"> <li>To say which part of the body is associated with each sense</li> <li>To name the five senses and to perform simple tests to find out more about them</li> </ul>
<b>Sorting Animals</b>	<ul style="list-style-type: none"> <li>To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). Identifying and classifying.</li> <li>To sort animals according to a criteria.</li> </ul>
<b>SPRING 2</b>	<b>SEASONAL CHANGES (SPRING AND SUMMER)</b>
<b>Winter To Spring</b>	<ul style="list-style-type: none"> <li>To observe and describe how day length varies in the context of winter to spring.</li> <li>To observe changes across the four seasons by looking at how trees and the clothes that we wear change from winter to spring</li> </ul>
<b>Seasonal Weather (Spring)</b>	<ul style="list-style-type: none"> <li>To observe and describe weather associated with the seasons by observing the weather in spring.</li> <li>To gather and record data to help in answering questions by recording the weather, temperature, rainfall and wind direction in spring.</li> </ul>

<p style="text-align: center;"><b>Spring Walk</b></p>	<ul style="list-style-type: none"> <li>• To observe changes across the four seasons by going on a spring walk and identify signs of spring.</li> </ul>
<p style="text-align: center;"><b>Spring Summer</b></p>	<ul style="list-style-type: none"> <li>• To observe and describe how day length varies in the context of spring to summer</li> <li>• To observe changes across the four seasons by looking at how trees and the clothes that we wear change from spring to summer</li> </ul>
<p style="text-align: center;"><b>Seasonal Weather (Summer)</b></p>	<ul style="list-style-type: none"> <li>• To observe and describe weather associated with the seasons by observing and recording the weather in summer.</li> <li>• To gather and record data to help in answering questions by recording the weather, temperature, rainfall and wind direction in summer</li> </ul>
<p style="text-align: center;"><b>Staying Safe In Summer</b></p>	<ul style="list-style-type: none"> <li>• To observe and describe weather associated with the seasons in the context of the summer sun</li> <li>• To explain how to stay safe in the sun</li> </ul>
<p><b>Assessment milestones</b></p>	
<p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>• To observe and identify animals in the world around them.</li> <li>• To sort and classify animals into simple groups.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> </ul>

- To make careful observations of animals in the same group and use simple features to compare living things (animals)
- To use their senses to carry out simple practical tests, using simple equipment
- To draw simple conclusions and with support, record and communicate their findings in a range of ways.
- To use simple sorting diagrams to sort and classify objects (animals) into simple groups

- To describe and compare the observable features of animals from a range of groups.
- To name and identify animals that are herbivore, carnivore or omnivore.
- To name and locate parts of the human body and begin to make suggestions about what some parts of the body do.
- To name the five senses and the part of the body they are related to.