Science – Year 1 – Autumn Term

Everyday Materials
Seasonal Changes (Autumn and Winter)

Prior Learning	
EYFS OBJECTIVES COVERED	
Key vocabulary for this unit	
Smooth Bendy/not bendy Waterproof/not waterproof Absorbent/not absorbent Transparent Opaque Object Material Hard Soft Stretchy Shiny Dull Rough	Seasons Autumn Winter Spring Summer Month Weather Event Observe Weather Symbol Temperature Weather Vane Rain Gauge

	North South East West
Learning Sequence	
Everyday Materials	
Naming Materials	• To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock by matching a material to its name.
Objects and Materials	• To distinguish between an object and the material from which it is made by naming objects and identifying the material which they are made from.
Properties	• To distinguish between an object and the material from which it is made by looking and touching different materials.
Testing Properties	• To describe the simple physical properties of a variety of everyday materials by testing different objects.
Umbrella Investigation	• To observe closely by watching what happens.

	• To perform simple tests to find out which material would be suitable to make an umbrella from. • To use their observations and ideas to suggest answers to questions by deciding which materials would be suitable to make an umbrella from.
Sorting	• To compare and group together a variety of everyday materials on the basis of their simple physical properties by sorting objects.
Seasonal Changes	
Seasons	• To observe changes across the 4 seasons in the context of the weather. • To observe and describe how day length varies by exploring the average number of hours of day light in autumn.
Seasonal weather (Autumn)	• To observe and describe weather associated with the seasons by observing the weather in autumn. • To gather and record data to help in answering questions by recording the weather, temperature, rainfall and wind direction in autumn.
Autumn Walk	• To observe changes across the 4 seasons by going on an autumn walk.
Autumn to Winter	• To observe and describe how day length varies in the context of autumn to winter. • To observe changes across the 4 seasons by looking at how trees and the

<table>
<tr><td></td><td>clothes that we wear change from autumn to winter.</td></tr>
<tr><td>Seasonal Weather (Winter)</td><td>• To observe and describe weather associated with the seasons by observing and recording the weather in winter.
• To gather and record data to help in answering questions by recording the weather, temperature, rainfall and wind direction in winter.</td></tr>
<tr><td>Animals in Winter</td><td>• To observe changes across the 4 seasons by exploring how some animals adapt to survive in winter.</td></tr>
<tr><td colspan="2">Assessment milestones</td></tr>
<tr><td colspan="2">Working Scientifically

• To observe closely

• To perform simple tests

• To collect and record simple data

• To make simple observations about changes across the seasons</td></tr>
<tr><td colspan="2">Knowledge

Materials
• To identify and name different materials

• To be able to tell the difference between an object and the materials it is made from.

• To describe the properties of everyday materials.

• I can identify which materials have certain properties & sort objects by their properties.

Seasons

• To describe day length in autumn

• To describe how the weather changes across</td></tr>
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	the seasons. • To explain how some animals adapt in winter.