

Science Medium Term Plan-Year 1

| Our Changing World | | | |
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| 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 |
| 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? | Part 2 Observe changes across the four seasons, and observe and describe weather | Using observations and ideas to suggest answers to questions | Observing changes over time |

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| 4: How does the weather change across the seasons? | associated with the seasons and how day length varies 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 |
| 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 |
| 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 |

Module 1: Plant Detectives

| Lesson number and name | National Curriculum | Working Scientifically Links | Scientific Enquiry Type |
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| 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 |
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| 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 |
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| 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 | | | |
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| 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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