Galleywood Infant School Science Curriculum Coverage 2022-2023 YEAR 1

"Do we take care of the world or does the world take care of us?" *Non-statutory

	Aut 1 – 7 weeks	Aut 2 -	Spr 1	Spr 2	Sum 1	Sum 2
Topic title/questions	How does your garden grow?	Earth and Beyond	Where the Wild Things Are	Ready, Steady, Cook!	Islands (water)	Home Sweet Home
School Experiences/ Visits & visitors:	Chaplin Close Allotments visit Visiting plant specialist	Visiting planetarium Tuesday 7th November	Visiting pets and wild animals	Pizza making day with an expert	Pond/brook at Parklands/local rivers and beaches	Walk around the school/local community? (materials) Hedingham Castle
Science Context:	Plants in our local area, school grounds and allotments. Labelling basic parts of the tree/plant Healthy plants- water and no water. Touching on habitats (Y2 focus) Earth/mud – alive/not alive Weather and seasonal change	Forces, *Light and *electricity (Y1 only if time) Force and movement – rockets and flight. Light and shadow. Weather and seasonal change	Animals structure – pets and wild. Exploring other groups of animals - What do they eat? Where do they live? How animals grow and change – lifecycles. Y1 touch on Habitats. Weather and seasonal change	Humans as animals! Balanced diet & importance of hygiene. Using our senses to explore the world and stay safe. Health & movement – link to food & exercise	Building on and developing biology and physics science knowledge: Aquatic animals Non/Waterproof materials Weather and seasonal change – yearly round up!	Exploring materials in our homes and in castles. Why are/were these materials used for particular purposes? Link back to forces

Science Investigations/activities	Set-up class tree Weather diary **Basic how do I look after a plant? (water/no water/potting material)** Exploring the soil -Alive/not alive	Explore moving things in class (pushes/pulls) link to moving planes/ spaceships **How can I make the best aeroplane/rocket?** Explore light and shadow **How do I shade the toys from the sun? (a star)** Ongoing: weather and tree	Exploring structure of animals – skeletons/ simple features **How are animals similar and different?** (mammals, reptiles, insects, birds) First hand observation of animals – wild and domestic (mammals etc – dog/tortoise/fish & hedgehog?)	Pupil survey – **How are we the same and different?** Body parts and comparing - hand size, feet size, height Human lifecycle? Class germ experiment – hygiene **Why do we wash our hands?** Exploring our senses with food – smell, touch, taste Intro to basic food groups – design a healthy pizza lunch?	**What is the best material for Katie's boat? (waterproof materials)** **What have you noticed about the patterns in our weather? (summary)**	Exploring materials in class/home **What is the best material for the scullion's mop? (absorbency)**
Year 1 Disciplinary Knowledge: Working scientifically: both concepts and procedures ***Explicit science skills taken from GIS Skills ladder**	Using their observations and ideas to suggest answers to questions ***Children use and draw from pre-existing knowledge** about the world/an idea/experience **to make connections and justify their thinking**	Asking simple questions and recognising that they can be answered in different ways ***Pose simple questions** – Why, How, Where, Do? Performing simple tests	Using their observations and ideas to suggest answers to questions Asking simple questions and recognising that they can be answered in different ways	Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions. Identifying and classifying *Comparing hand and foot cut outs.	Gathering and recording data to help in answering questions. Observing closely, using simple equipment Performing simple tests	Using their observations and ideas to suggest answers to questions Performing simple tests Observing closely, using simple equipment

	Observing closely, using simple equipment **Using simple equipment** Hand magnifying glasses	*Measuring distance with metre sticks Observing closely, using simple equipment	Identifying and classifying	Measuring height with metre sticks		Gram weights and other mon-standard units
Substantive Knowledge (subject) Year 1	Physics: Seasonal changes and weather in seasons (Autumn/winter) Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how day length varies. Biology: Plants Identify and name a variety of common wild and garden plants,	Physics: Seasonal changes and weather in seasons (Autumn/winter) Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how day length varies. *Physics: Forces Compare how different things move Notice and describe how things move, using	Biology: Animals including humans Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	Biology: Animals including humans Identify, name draw and label the basic parts of the human body Say which part of the body is associated with which sense. *Y2 Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.	Biology: Animals including humans Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Chemistry: Materials Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the	Chemistry: Materials 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.

	including deciduous and evergreen trees Identify and describe the basic structure of a variety of common wild and garden plants, including trees *Y2 Living things and their habitats Explore and compare the differences between things that are living, dead, and things that have never been alive	simple comparisons such as faster and slower.			basis of their simple physical properties.	