

Abbey Hulton Primary School – Long Term Science Plan

Key Stage 1

Year					
1	Theme	Animals	Plants	Seasonal Changes – Autumn/Winter Spring/Summer	Everyday Materials
	Learning Challenge	<u>How would you care for different animals?</u>	<u>Can we identify different plants?</u>	<u>What is the weather in each season?</u>	<u>Can I identify what objects are made from?</u>
	Curriculum Objectives	<ul style="list-style-type: none"> - Identify and name a variety of common animals, inc. fish, birds, amphibians, reptiles and mammals. - Identify and name a variety of common animals that are carnivores, herbivores and omnivores. - Describe and compare the structure of a variety of common animals (fish, birds, amphibians, reptiles and mammals, including pets). -How to care for pets - Identify, name, draw and label the basic parts of the human body and say which part of the human body is associated with each sense. 	<ul style="list-style-type: none"> - Identify and name a variety of common, wild and green plants, including deciduous and evergreen trees; - Identify and describe the basic structure of a variety of common flowering plants, including trees. 	<ul style="list-style-type: none"> - Observe changes across the four seasons. - Observe and describe weather associated with the seasons and how day length varies. - Features of day and night including temperature 	<ul style="list-style-type: none"> - Distinguish between an object and the materials from which it is made. (wood, plastic, glass, metal, water and rock) - 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.

	<p>Learning Journey</p>	<p>Hook into learning</p> <p>Bring in pictures of their own pets or pictures of different animals.</p> <p>Animal man to come into school?</p> <p>I can draw my body and label my body parts</p> <p>I can say which part of the body is associated with each sense.</p> <p>To perform simple tests in the context of investigating each of the five senses. I can use my senses to do tests.</p> <p>To identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals.</p> <p>To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets.</p> <p>To identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p>	<p>Hook into learning</p> <p>Have plants at the front of the class? Different bulbs – guessing what they'll grow into.</p> <p>To identify and describe the basic structure of a variety of common flowering plants.</p> <p>To identify and name a variety of common wild plants → going on a wild plant hunt.</p> <p>To identify and name a variety of common garden plants.</p> <p>To identify and describe the basic structure of a variety of common flowering plants, including trees → make and label plant pictures.</p>	<p>Hook into learning</p> <p>Go outside and look at the weather. Accu weather → look at changes in temperature over the months.</p> <p>Autumn/Winter</p> <p>I can describe how the weather changes across the seasons.</p> <p>I can observe and describe the weather in autumn</p> <p>I can identify signs of autumn.</p> <p>I can describe how day length varies from autumn to winter.</p> <p>I can observe and describe the weather in winter.</p> <p>I can explain how some animals adapt in winter.</p> <p>Spring/Summer</p> <p>I can observe and describe the weather in spring.</p> <p>I can identify signs of spring.</p> <p>I can describe how day length varies from spring to summer</p> <p>I can collect and record data about the weather in summer</p> <p>I know how to stay safe in the sun.</p>	<p>Hook into learning</p> <p>Mystery box – chn to put hands into box and feel their object and guess what it is and what it is made from.</p> <p>I can identify and name different materials.</p> <p>I can tell the difference between an object and the materials it is made from.</p> <p>I can describe the properties of everyday materials.</p> <p>I can identify which materials have certain properties.</p> <p>Investigation - I can watch closely. I can test different materials. I can use what I have learnt to make a decision.</p> <p>I can sort objects by their properties.</p>
--	--------------------------------	--	---	--	---

	Vocab to use	Living, non-living, compare – same and different, describe, hear, see, taste, smell, eyes, ears, nose, mouth chin... Small/smallest/shortest, larger/bigger/biggest, tall/taller/tallest	Deciduous, Evergreen trees, Leaves, Flowers (blossom), Petals, Fruit, Roots, Bulb, Seed, Trunk, Branches, Stem	Summer, Spring, Autumn, Winter, Sun, Day, Moon, Night, Light, Dark	Wood, Plastic, Glass, Paper, Water, Metal, Rock, Hard, Soft, Bendy, Rough, Smooth
2	Theme	Animals	Living things and their habitats	Plants	Everyday Materials
	Learning Challenge	<u>What do animals need to survive?</u>	<u>Can a polar bear live in a desert?</u>	<u>Can my plant grow in the dark?</u>	<u>Can I make my house out of paper?</u>
	Curriculum Objectives	<ul style="list-style-type: none"> - Notice that animals, including humans, have offspring, which grow into adults. - Find out about and describe the basic needs of animals, including humans for survival (water, food and air). - Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene. 	<ul style="list-style-type: none"> - Explore and compare differences between things that are living, dead and things that have never been alive. - Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend of each other. - Identify and name a variety of plants and animals in their habitats, including micro-habitats. - Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	<ul style="list-style-type: none"> - Observe and describe how seeds and bulbs grow into mature plants. - Find out and describe how plants need water, light and suitable temperature to grow and stay healthy. 	<ul style="list-style-type: none"> - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, rock, brick, paper and cardboard for particular uses. - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

	<p>Learning Journey</p>	<p>Hook into learning Farm Visit</p> <p>I can describe how animals change as they grow.</p> <p>I can describe how humans change as they grow.</p> <p>I can describe the basic needs of humans and animals.</p> <p>I can identify healthy and unhealthy food, and say how much of them I should eat.</p> <p>I can give reasons why humans need to exercise.</p> <p>I know how and why I should keep myself clean.</p>	<p>Hook into learning Mini beast hunt</p> <p>I can compare the differences between things that are living, dead and have never been alive.</p> <p>I can map a habitat and identify what is in it.</p> <p>I can identify animals in their habitats.</p> <p>I can describe a habitat and identify animals live in it.</p> <p>I can identify how an animal is suited to its habitat. I can explain how living things in a habitat depend on each other.</p> <p>I can use a food chain to show how animals get their food.</p>	<p>Hook into learning Farm visit / garden centre</p> <p>I can look closely at plants and trees and record what I see.</p> <p>I can plant seeds and bulbs and suggest how to care for them.</p> <p>I can explain the life cycle of plants.</p> <p>To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy by comparing the growth of seedlings under different conditions.</p> <p>I can use my observations to explain what plants need.</p> <p>I can describe what plants need to grow and stay healthy</p> <p>I can observe and describe the growth of different plants</p>	<p>Hook into learning Building/testing with different materials.</p> <p>I can identify uses of different everyday materials.</p> <p>I can identify and group the uses of everyday materials</p> <p>I can compare the suitability of different everyday materials.</p> <p>I can explain how the shapes of objects made from some materials can be changed.</p> <p>I can explain the process of recycling.</p>
	<p>Vocab to use</p>	<p>Survival, Water, Air, Food, Adult, Baby, Offspring, Kitten, Calf, Puppy, Exercise, Hygiene</p>	<p>Living, Dead, Habitat, Energy, Food chain, Predator, Prey, Woodland, Pond, Desert</p>	<p>Seeds, Bulbs, Water, Light, Temperature, Growth</p>	<p>Hard, Soft, Stretchy, Stiff, Shiny, Dull, Rough, Smooth, Bendy, Waterproof, Absorbent, Opaque, Transparent Brick, Paper, Fabrics, Squashing, Bending, Twisting, Stretching Elastic, Foil</p>