

Orton Wistow Primary School – Curriculum Plan

Subject : Science – Everyday materials

Year : 1

Term : Autumn



Vocabulary

Knowledge What children will know

Understanding What children will understand

Skills What children will be able to do

Define the word and include etymology if useful.

Learning	Teaching	Assessment
Remembering	Telling	Testing

Learning	Teaching	Assessment
Practising	Coaching	Observing

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

Hard - solid, firm, and rigid; not easily broken, bent, or pierced.
Soft - easy to mould, cut, compress, or fold; not hard or firm to the touch.
Stretchy - able to stretch or be stretched easily.
Stiff - not easily bent or changed in shape; rigid.
Dull - lacking brightness, vividness, or sheen.
Shiny - reflecting light, typically because very clean or polished.
Rough - having an uneven or irregular surface; not smooth or level.
Smooth - having an even and regular surface; free from perceptible projections, lumps, or indentations.
Bendy - capable of bending; soft and flexible.
Waterproof - impervious to water.
Absorbent - able to soak up liquid easily.
Opaque - not able to be seen through; not transparent.
Transparent - allowing light to pass through so that objects behind can be distinctly seen.

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.

Perform simple tests to explore questions – for example What is the best material for an umbrella? For lining a dog basket? For curtains? For a bookshelf? For a gymnast's leotard?

Working Scientifically

Ask simple questions and recognise that they can be answered in different ways.

Gather and record data to help in answering questions.

Orton Wistow Primary School – Curriculum Plan

Subject : Science – Seasonal Changes

Year : 1

Term : Autumn

																					
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do																		
Define the word and include etymology if useful.	<table border="1"> <tr> <td data-bbox="584 624 734 651">Learning</td> <td data-bbox="734 624 893 651">Teaching</td> <td data-bbox="893 624 1043 651">Assessment</td> </tr> <tr> <td data-bbox="584 651 734 678">Remembering</td> <td data-bbox="734 651 893 678">Telling</td> <td data-bbox="893 651 1043 678">Testing</td> </tr> </table>	Learning	Teaching	Assessment	Remembering	Telling	Testing	<table border="1"> <tr> <td data-bbox="1064 624 1214 651">Learning</td> <td data-bbox="1214 624 1373 651">Teaching</td> <td data-bbox="1373 624 1523 651">Assessment</td> </tr> <tr> <td data-bbox="1064 651 1214 678">Practising</td> <td data-bbox="1214 651 1373 678">Coaching</td> <td data-bbox="1373 651 1523 678">Observing</td> </tr> </table>	Learning	Teaching	Assessment	Practising	Coaching	Observing	<table border="1"> <tr> <td data-bbox="1543 624 1693 651">Learning</td> <td data-bbox="1693 624 1852 651">Teaching</td> <td data-bbox="1852 624 2002 651">Assessment</td> </tr> <tr> <td data-bbox="1543 651 1693 678">Reflecting</td> <td data-bbox="1693 651 1852 678">Facilitating</td> <td data-bbox="1852 651 2002 678">Evaluating</td> </tr> </table>	Learning	Teaching	Assessment	Reflecting	Facilitating	Evaluating
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<p>Sun - The star in the centre of the Solar System around which the Earth orbits. The Sun produces natural light and heat and is essential for all life on Earth.</p> <p>Year – the time it takes for a planet to make one revolution of the Sun – for earth this takes 365 ¼ days.</p> <p>Day – time it takes for a planet to rotate on its own axis – for earth this takes 24 hours.</p> <p>Season - A period of the year (spring, summer, autumn or winter) that is marked by particular weather patterns and daylight hours.</p> <p>Hibernation - The long sleep taken by some animals during the winter when food is scarce.</p>	<p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Pupils will understand it is not safe to look at the Sun even when wearing dark glasses.</p>	<p>The changing seasons are a result of the tilt of the Earth, which causes the northern and southern hemispheres to be angled towards or away from the Sun at different times of the year and not, as children often believe, as a result of the Earth being closer to the Sun in summer, or because that the Sun is hotter at that time. In fact, the Earth is closest to the Sun in January.</p>	<p>Make tables and charts about the weather.</p> <p>Observe and talk about changes in weather and the seasons.</p> <p>Working Scientifically</p> <p>Ask simple questions and recognise that they can be answered in different ways.</p> <p>Gather and record data to help in answering questions.</p>																		



<p>Deciduous - A plant that loses its leaves seasonally, usually before winter or a dry season.</p> <p>Evergreen – A plant or tree that keeps its leaves throughout the year.</p> <p>Weather - the state of the atmosphere at a particular place and time as regards heat, cloudiness, dryness, sunshine, wind, rain, etc.</p>			
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Orton Wistow Primary School – Curriculum Plan

Subject : Science – Plants

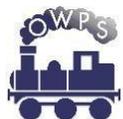
Year : 1

Term : Spring

			
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do
Define the word and include etymology if useful.	Learning Teaching Assessment	Learning Teaching Assessment	Learning Teaching Assessment
	Remembering Telling Testing	Practising Coaching Observing	Reflecting Facilitating Evaluating
<p>Leaves - The part of the plant in which photosynthesis takes place.</p> <p>Flowers The organ of a plant responsible for reproduction. The main structures of a flower are the petals, stamens, carpels and sepals.</p> <p>Fruit - the sweet and fleshy product of a tree or other plant that contains seed and can be eaten as food.</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>Understand and compare how different plants change over time – for example leaves falling off trees, and buds opening.</p>	<p>Observe closely, perhaps using magnifying glasses, and compare and contrast familiar plants.</p> <p>Draw diagrams showing the parts of different plants including trees.</p> <p>Keep records of how plants have changed over time.</p>



<p>Roots - The part of the plant that anchors it in the ground, and absorbs water and nutrients</p> <p>Seed - the unit of reproduction of a flowering plant, capable of developing into another such plant.</p> <p>Trunk - the main woody stem of a tree as distinct from its branches and roots</p> <p>Branches - a part of a tree which grows out from the trunk or from a bough.</p> <p>Stem - the main above-ground structure of a plant. The stem's main functions are to keep the plant upright, support its main organs, orient the plant towards light, and transport water and minerals from the roots to the leaves and flowers. The stem also acts as a store for water and minerals.</p> <p>Deciduous - a tree that sheds its leaves annually</p> <p>Evergreen - a plant that retains green leaves throughout the year.</p>			<p>Working Scientifically</p> <ul style="list-style-type: none">- Identify and classify- Use their observations and ideas to suggest answers to questions
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Orton Wistow Primary School – Curriculum Plan

Subject : Science – Animals inc Humans

Year : 1

Term : Summer

			
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do
Define the word and include etymology if useful.	Learning Remembering	Learning Practising	Learning Reflecting
	Teaching Telling	Teaching Coaching	Teaching Facilitating
	Assessment Testing	Assessment Observing	Assessment Evaluating
<p>Carnivore - an organism that eats mostly meat. From the Latin <i>carn</i> which means flesh.</p> <p>Herbivore - an animal that feeds on plants. From the Latin <i>herba</i> – which means plant.</p> <p>Omnivore - an animal or person that eats a variety of food of both plant and animal origin.</p> <p>Mammal – a warm-blooded vertebrate animal that has hair or fur typically gives birth to live young and includes females that secrete milk for the nourishment of their young. <i>From the Latin – mamma – which means breast.</i></p> <p>Amphibian – cold- blooded animal, they are born in water and breath with gills. As the larva grows into an adult form they develop the ability to breathe air and they are able to live on land as well as in water.</p> <p>Insect – animals that have 3 major body parts (head, thorax and abdomen), 3 pairs of legs and typically</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p>Understand how to take care of animals taken from a local habitat and the need to return them safely after study.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	<p>Use their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them.</p> <p>Group animals according to what they eat.</p> <p>Working Scientifically</p> <p>Perform simple tests</p> <p>Observe closely, using simple equipment</p>



1 or two pairs of wings. *From the Latin in which means into and secare which means to cut.*

Bird – warm-blooded, egg laying animal with feathers, wings and a beak and typically able to fly.

