

## Science

### Scientific Knowledge and Conceptual Understanding: Year 1 Expectations

**Please Note:** Much of the learning in Year 1 can be done throughout the year using the school and the local environment. For example plants can be observed to make a linked to seasonal change and weather at various different times. Materials could be linked to a different creative theme throughout the year. Key learning can also be covered as a blocked science unit in its own right to introduce or consolidate learning at other times.



Plants: Common Names and Basic Structure	Animals - Humans	Animals - Other Animals
<ul style="list-style-type: none"> <li>▪ <u>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</u></li> <li>▪ <u>Identify and describe the basic structure of a variety of common flowering plants, including trees (at least: flower, leaf, root, stem, trunk, seed, branch and petal).</u></li> </ul>	<ul style="list-style-type: none"> <li>▪ <u>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</u> <ul style="list-style-type: none"> <li>▫ Recognise that humans are animals.</li> <li>▫ Compare and describe differences in their own features (eye, hair, skin colour, etc.).</li> <li>▫ Recognise that humans have many similarities.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ <u>Identify and name a variety of common animals including some fish, some amphibians, some reptiles, some birds and some mammals.</u></li> <li>▪ <u>Identify and name a variety of common animals that are carnivores, herbivores and omnivores (i.e. according to what they eat).</u></li> <li>▪ <u>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, and including pets).</u> <ul style="list-style-type: none"> <li>▫ Find out and describe how animals look different to one another.</li> <li>▫ <u>Group together animals according to their different features.</u></li> <li>▫ <u>Recognise similarities between animals:</u> <u>Structure: head, body, way of moving, senses, body covering, tail.</u></li> </ul> </li> <li>▫ Animals have senses to explore the world around them and to help them to survive.</li> <li>▫ Recognise that animals need to be treated with care and sensitivity to keep them alive and healthy.</li> <li>▫ Animals are alive; they move, feed, grow, use their senses and reproduce.</li> </ul>
Material Properties – Everyday Materials		Light and Astronomy – Seasonal Change
<ul style="list-style-type: none"> <li>▪ <u>Distinguish between an object and the material from which it is made.</u></li> <li>▪ <u>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, rock, brick, paper and cardboard.</u></li> <li>▪ <u>Describe the simple physical properties of a variety of everyday materials.</u></li> <li>▪ <u>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</u></li> </ul>		<ul style="list-style-type: none"> <li>▪ <u>Observe and describe changes across the four seasons.</u></li> <li>▪ <u>Observe and describe weather associated with the seasons and how day length and temperature varies.</u></li> </ul>