Y1 Science curriculum overview 2023-2024

	Autumn		**Spring**		**Summer**	
Topic Title:	**Journeys and Exploration: On our way**	**Heroes and Villains: What makes a hero?**	**Similarities and Differences: What would it be like if we were all the same?**	**Similarities and Differences: Is it ok to change?**	**Nature and Environment: Our wonderful world**	**Imagination and Creativity: Be courageous, Be curious**
English:	What We'll Build Astro Girl	Send for a Superhero I want my Hat Back	Beegu The Odd Egg	Billy and the Beast Naughty Bus	Dinosaurs and all that Rubbish The Magic Bed	Iggy Peck Julian is a Mermaid
Science: ***Working scientifically throughout all units**	Animals including Humans– including senses Seasonal Changes	Materials	Animals including Humans Seasonal Changes	Animals including Humans	Animals including Humans- including Animals and their habitats Seasonal Changes	Plants
Coverage: Statutory:	**Animals including Humans – senses:** Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. **Seasonal Changes:** Observe changes across the four seasons.	**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.	**Animals including Humans:** Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals (fish, amphibians,	**Animals including Humans:** Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).	**Animals including Humans:** Identify and name a variety of common animals that are carnivores, herbivores and omnivores. **Seasonal Changes:** Observe changes across the four seasons.	**Plants:** Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.

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	Observe and describe weather associated with the seasons and how day length varies.	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.	reptiles, birds and mammals, including pets). **Seasonal Changes:** Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.		Observe and describe weather associated with the seasons and how day length varies.	
Working scientifically:	Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions					

Non-statutory:

Working Scientifically:

Pupils in years 1 and 2 should explore the world around them and raise their own questions. They should experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions. They should use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice patterns and relationships. They should ask people questions and use simple secondary sources to find answers. They should use simple measurements and equipment (for example, hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out. With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language. These opportunities for working scientifically should be provided across

years 1 and 2 so that the expectations in the programme of study can be met by the end of year 2. Pupils are not expected to cover each aspect for every area of study.

Plants:

Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted. They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem). Pupils might work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Pupils might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.

Animals, including humans:

Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets. Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes. Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.

Materials:

Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent. Pupils should explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil. Pupils might work scientifically by: performing 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?'

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Seasonal changes:

Pupils should observe and talk about changes in the weather and the seasons. Note: Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses. Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.