

Coverage of non-statutory guidance and working scientifically

Year 1

	<u>Tick as appropriate</u>		<u>Activities we currently do</u>
<p>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).</p> <p>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.</p>	Observing over time	✓	<ul style="list-style-type: none"> • Visit to Kershaw’s garden centre to look at plants and trees • Label a deciduous and evergreen tree • Draw and label a plant/flower • Tree hunt around school • Plant a sunflower seed and take home to look after over the summer – return in September with the measurements of their sunflower • Busy Lizzie (Be Caring) • Seasonal changes – observing the tree throughout the year
	Identifying and classifying	✓	
	Pattern seeking		
	Comparative and fair testing		
	Research using secondary resources		
<p><u>Animals, including humans</u> 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</p>	Observing over time	✓	<ul style="list-style-type: none"> • Sort animals into mammals, amphibians, fish, reptiles and birds • Define nocturnal and diurnal • Write a nocturnal animal fact-file using books and websites to find information • Sort animals based on their diet – carnivore, herbivore and omnivore • Draw and label themselves • Baby-toddler-now activity • Play ‘Simon say touch your... head/knee/elbow’ etc
	Identifying and classifying	✓	
	Pattern seeking		

<p>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.</p> <p>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.</p>	Comparative and fair testing	✓	<ul style="list-style-type: none"> • Sense experiment – isolate senses eg feely box, smell into a jar they can't see... • Sense poem linked to bonfire night
<p>Everyday 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.</p> <p>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?'</p>	Research using secondary resources	✓	
	Observing over time		<ul style="list-style-type: none"> • Name objects and the material they are made from • Discuss transparent and opaque • Test materials to see if they let light through • Choose an object and test it against a checklist to decide which properties it has • Sort some classroom objects into squash, stretch, bend and twist. Justify why it is important the object can do that • Predict and test suitable materials for a circus tent. • Watch 'Come outside' clips about where paper, wood, plastic, glass, stone come from and how they are made • Observe changes to items when heated and cooled – water/chocolate/bread
	Identifying and classifying	✓	
	Pattern seeking		
	Comparative and fair testing	✓	
	Research using secondary resources	✓	

<p>Seasonal Changes</p> <p>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.</p> <p>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.</p>	Observing over time	✓	<ul style="list-style-type: none"> • Observe the tree by the pirate ship and draw during each season. Discuss the changes • Season calendar – children discuss and draw things that are associated with each season • Complete a table about comparing day and night around the world – discuss about how the sun and the earth rotate • Holiday topic- talk about summer holiday
	Identifying and classifying		
	Pattern seeking	✓	
	Comparative and fair testing		
	Research using secondary resources		