Year 1 – Human Body

National Curriculum Objectives	Core Knowledge	Vocabulary	
• To identify, name, draw and label the basic parts of the human body. • To say which part of the body is associated with each sense, and what each sense does.	• Identify the five senses and associated body parts: o Sight: eyes o Hearing: ears o Smell: nose o Taste: tongue o Touch: skin • Review the importance of taking care of your body: exercise, cleanliness, healthy foods and rest.	Body, head, face, arm, hand, fingers, leg, foot, eye, mouth, ear, nose, toes, neck, thumb, teeth, chin, jaw shoulder, knee, elbow, ankle, wrist, hips, chest, stomach, back, bones, skeleton, muscles senses, sight, hearing, touch, taste, smell Fit, healthy, diet, exercise.	
		Key Scientists	**Linked Texts**
		Dr Chris and Dr Xander Van Tulleken – CBBC Operation Ouch	*Ada Twist, Scientist (Andrea Beaty)* *Funny Bones (Janet and Allan Ahlberg)*

Prior Learning	Key Questions	Future Learning
• Be able to identify different parts of their body. • Have some understanding of healthy food and the need for variety in their diets. • Be able to show care and concern for living things. • Know the effects exercise has on their bodies. • Have some understanding of growth and change. • Can talk about things they have observed including animals.	• What are our senses? • How do our senses help us explore the world? • How can we look after our bodies? • Why is it important to eat a healthy balanced diet? • How are we different or similar to particular animals?	• Know that animals, including humans, have offspring which grow into adults. (Y2) • Know the basic stages in a life cycle for animals, including humans. (Y2) • Find out and describe the basic needs of animals, including humans, for survival (water, food and air). (Y2) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.(Y2)

Comparative & Fair tests	Identify & Classify	Observation over time	Pattern Seeking	Research	BIG Question: Assessment Opportunity
Is our sense of smell better when we can't see?	What are the names for all the parts of our bodies?	How does my height change over the year?	Do you get better at smelling as you get older?	Do all animals have the same senses as humans?	• What can you tell me about our bodies?

Year 1 – Animals and Their Needs

National Curriculum Objectives	Core Knowledge	Vocabulary
• Identify and name a variety of common animals including fish, amphibians, reptiles, birds 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, amphibians, reptiles, birds and mammals including pets)	• Make the connection that animals, like plants, need food, water and space to live and grow. • Recognise that plants make their own food, but animals obtain food from eating plants or other living things. • Understand that offspring are very much (but not exactly) like their parents. • Understand that most animal babies need to be fed and cared for by their parents; human babies are especially in need of care when young. • Recognise that pets have special needs and must be cared for by their owners.	Animals, amphibians, birds, fish, mammals, reptiles, insects, classify, invertebrates, minibeasts, carnivores, herbivore, omnivore, breathe, scales, feathers, skin, beaks, fur, fins, wings, eggs, gills, live young, living, dead, never alive, habitats, micro-habitats, food, food chain, shelter, sea shore, woodland, ocean, rainforest, desert, damp, shade.

Key Scientists	Linked Texts
Chris Packham or Steve Backshall (Animal Conservationist/ TV presenter) Liz Bonnin (Conservationist) Dr Diva Amon (Marine Biologist)	*Snail and the Whale, Monkey Puzzle and Superworm (all by Julia Donaldson)* *Meerkat Mail (Emily Gravett)* *No Place Like Home (Jonathon Emmett)* *One Day on our Blue Planet – Ella Bailey (three books in series)* *…In the savannah, In the Arctic, and In the Ocean*

Prior Learning	Key Question(s)	Future Learning
• Comments and questions about the place they live or the natural world. • Shows care and concern for living things and the environment. • Can talk about things they have observed such as plants and animals. • Notices features of objects in their environment. • Comments and asks questions about their familiar world.	• What do animals need to survive? • How can we identify different animals? • Do all animals eat the same thing? • Which animals hunt, and which animals are hunted? Why? • What animals live in our school environment? • How to habitats change over our school year? • How are animals 'adapted' to live in their habitats • Why do animals like to live in different places? • How do seasons affect our animals? • How are pets and wild animals different/similar?	• Recognise that living things can be grouped in a variety of ways. (y2) • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. (Y2) • Know and label the features of a river. (y3) • Recognise that environments can change and that this can sometimes pose danger to living things.(Y2)

Comparative & Fair tests	Identify & Classify	Observation over time	Pattern Seeking	Research	BIG Question: Assessment Opportunity
Which pets are the easiest to look after?	What features do animals have that helps us identify them? How would you group these animals based on what habitat you would find them in?	How does the school pond change over the year?	What conditions do woodlice prefer to live in? Which habitat do worms prefer – where can we find the most worms?	How are the animals in Africa different to the ones that we find in Britain? How does the habitat of the Arctic compare with the habitat of the rainforest?	Why do different animals live in different places?

Year 1 – Materials and Magnets

National Curriculum Objectives	Core Knowledge	Vocabulary
• Distinguish between and object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, metal, plastic, glass, 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 properties. • **Magnets is non NC**	• Recognise and name a variety of widely used materials. For example: wood, plastic, rock, paper, metal. • Explain why materials are chosen for specific tasks based on their properties. For example, wool for clothing, glass for windows, wood for tables, metal for bridges. • Become aware that some materials are natural and some are man-made • Identify familiar, everyday uses of magnets. For example: in toys, in cabinet locks, in refrigerator magnets, etc. • Classify materials according to whether they are or are not attracted by a magnet.	Materials, wood, metal, glass, fabric, brick, stone, paper, cardboard, wool, water, ice, Purpose (suitability), object, melt, Properties, hard, soft, stretchy, stiff, shiny, strong, dull, rough, smooth, slippery, bendy/not bendy, flexible, opaque Natural and man-made Waterproof/not waterproof, absorbent,

Key Scientists	Linked Texts
Charles Mackintosh (Waterproof coat) John MacAdam (roads) Wright Brothers (flight/aviation)	*The Great Paper Caper (Oliver Jeffers)* *Who Sank the Boat (Pamela Allen)* *Stone Age Boy – link literacy and history topic* *Can't you Sleep Little Bear* *Adventures of Traction Man*

Prior Learning	Key Questions	Future Learning
• Be able to ask questions about the place they live. • Talk about why things happen and how things work. • Discuss the things they have observed such as natural and found objects. • Manipulates materials to achieve a planned effect.	• What is this made from? • What is a material • What different materials can objects made from? • Which materials are waterproof? • What materials stick to a magnet? • Which material would make the best covering to have as a curtain? Why? • What different materials could you use to make a …..? • What properties does wrapping paper need to have? • What would happen if we tried to mop up water with a plastic bag? • Can you paint with ice?	• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.(Y2) • Find out how shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.(Y2)

Comparative & Fair tests	Identify & Classify	Observation over time	Pattern Seeking	Research	BIG Question: Assessment Opportunity
Which materials are the most flexible? Which materials are the most absorbent?	We need to choose a material to make a diving suit. Which materials are waterproof? What materials will stick to a magnet?	What happens to materials over time if we bury them in the ground?	Is there a pattern in the types of materials that are used to make objects in a school?	How are bricks made? Which materials can be recycled?	What are the things I use made from?

Year 1 – Seasons and Weather

National Curriculum Objectives	Core Knowledge	Vocabulary
• Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.	• Identify the four seasons. • Be able to describe characteristic local weather patterns during the different seasons. • Recognise the importance of the sun as a source of light and warmth. • Understand daily weather changes. o Temperature: thermometers are used to measure temperature o Clouds: rainfall comes from clouds o Rainfall: how the condition of the ground varies with rainfall; rainbows o Thunderstorms: lightning, thunder, hail, safety during thunderstorms o Snow: snowflakes, blizzards	Seasons, year, spring, summer, autumn, winter, change, colours, fall, evergreen, deciduous, observe, day length, shorter, longer, sunrise, sunset, compare, vary Weather, temperature, sunny, hot, cold, warm, cool, cloudy, foggy, overcast, windy, storms, rain, rainfall, snow, sleet, hail, ice, frost, frozen, measure, thermometer, rain gauge, weather vane,

Key Scientists	Linked Texts
Dr Steve Lyons (Extreme Weather) Holly Green (Meteorologist)	If all the World were (by Joseph Coelho) Out and about throughout the year (Shirley Hughes) After the Storm and One Snowy Night (Nick Butterworth)

Prior Learning	Key Questions	Future Learning
• Developing an understanding of change. • Observe and explain why certain things may occur (e.g. leaves falling off trees, weather changes). • Look closely at similarities, differences, patterns and change. • Comments and questions about the place they live or the natural world.	• What effect does rain have on the environment? • What would happen if there was too much rain? • What would happen if there wasn't enough rain? • Does more rain take longer to dry? • Do countries with higher temperatures have less rain? • How does rainfall and temperature change over time in our school grounds? • Which leaf is the strongest/best shade cover/best at directing water? • What do you notice about different leaves? • What purpose to leaves serve for a tree? • Why do you think leaves turn brown in Winter? • What colours can we find outside? Does this change across the seasons?	• The four seasons and Earth's orbit around the Sun (Y3) • Seasons and life processes (Y3) • Recognise that they need light in order to see things and that dark is the absence of light. (Y4)

Comparative & Fair tests	Identify & Classify	Observation over time	Pattern Seeking	Research	BIG Question: Assessment Opportunity
In which season does it rain the most?	How many colours of leaves can you have in autumn?	How long does it take a puddle or pool of water to disappear?	Does the wind always blow the same way?	Are there trees in our school grounds that stay the same over the seasons? What are they?	What is it like in Winter, Spring, Summer and Autumn?

Year 1 – Plants

National Curriculum Objectives	Core Knowledge	Vocabulary	
• 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. • Identify and name the roots, trunk, branches and leaves of trees.	• Understand what plants need to grow: sufficient warmth, light and water. • Recognise basic parts of plants: seeds, roots, stems, branches and leaves. • Understand that plants make their own food. • Recognise the importance of flowers and seeds. For example, seeds such as rice, nuts, wheat and corn are food for plants and animals. • Know that there are two kinds of plants: deciduous and evergreen. • Become aware of key aspects of farming. o How some food comes from farms as crops o How famers must take special care to protect their crops from weeds and pests o How crops are harvested, kept fresh, packaged and transported for people to buy and consume	Plant, tree, shrub, leaves, veins, trunk, branch, twig, flower, petals, root, seed, dispersal, bulb, bud, stem, stalk, grow/ growth, sunlight, warmth, soil, compost, water, deciduous, evergreen, leaf litter, photosynthesis, wild, garden, food, farm/ farming, crops, harvest, fruit, vegetable	
		Key Scientists	**Linked Texts**
		Joseph Banks (botanist)	*The Extraordinary Gardener* *(Sam Boughton)* *A Little Guide to Wild Flowers* *(Charlotte Voake)* *The Things That I LOVE about TREES* *(Chris Butterworth)* *Harry's Hazelnut* *(Ruth Parsons)*

Prior Learning	Key Questions	Future Learning
• Make observations of plants. • Know some names of plants, trees and flowers. • May be able to name and describe different plants, trees and flowers. • Show some care for their world around them.	• How do plants grow? • What do plants need to grow? • Do all plants need water? • Are all plants green? • Why do seeds look different? • Can plants grow as big in the shade? • What plants grow in our school grounds?	• Observe and describe how seeds and bulbs grow into mature plants. (Y2) • Find out and describe how plants need water, light and warmth to grow and stay healthy. (Y2)

Comparative & Fair tests	Identify & Classify	Observation over time	Pattern Seeking	Research	BIG Question: Assessment Opportunity
Which type of compost grows the tallest sunflower? Which tree has the biggest leaves? Is there the same level of light in the evergreen wood compared with the deciduous wood?	How can we sort the leaves that we collected on our walk?	How does my bean plant change each week? How does the oak tree change over the year?	Do trees with bigger leaves lose their leaves first in autumn? Is there a pattern in where we find moss growing in the school grounds?	What are the most common British plants and where can we find them?	How d plants change over time?

Year 1 – Taking Care of the Earth

National Curriculum Objectives	Core Knowledge	Vocabulary
• **Not linked to NC**	**TAKING CARE OF THE EARTH** • Identify the importance of conservation: some natural resources are limited, so people must be careful not to use too much of them. For example: logging and subsequent reforestation. • To know the importance of plants and the role they play to the planet. • Recognise practical measures for conserving energy and resources. For example: turn off unnecessary lights, tightly turn off taps, etc. • Understand that some materials can be recycled. For example: aluminium, glass and paper. • Become aware that pollution be harmful but, if people are careful, they can help reduce pollution. For example, littering, smog, water pollution.	Environment, conservation, oceans, animals, habitats, trees, woods, forests, wood, furniture, houses and homes, air, fresh, planting, logging, water, tap, waste, recycling centre, paper, cans, glass, plastics, pollution

Key Scientists	Linked Texts
Jane Goodall (Conservationist – chimpanzees) David Attenborough (TV Presenter)	*Moth (Isabel Thomas)* *"10 things I can do to help my world" (Melanie Walsh)* *Charlie and Lola Look After your Planet (Lauren Child)* *Dear Greenpeace (Simon James)*

Prior Learning	Key Questions	Future Learning
• Some things are living, some were once living but now dead and some things never lived. • Different animals and plants live in different places. • Living things are live in different habitats. • Environmental change can affect plants and animals that live there. • Materials that have similar properties are grouped into metals, rocks, fabrics, wood, plastic and ceramics (including glass). • The properties of a material determine whether they are suitable for a purpose. • Plants need light and water to grow and survive. • Plants are important.	• Why are our oceans important? • Why do we need trees? • What is the lifecycle of plants? • What resources do we use that come from the earth? • What happens if we use too many natural resources? • What can I do to help to save energy? • How are materials sorted for recycling? • Why can't all materials be recycled? • Why are worms so helpful?	• 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 on each other. (Y2) • identify and compare the suitability of a variety of everyday materials (Y2) • recognise that environments can change and that this can sometimes pose dangers to living things (Y2) • compare and group together everyday materials on the basis of their properties (Y2)

Comparative & Fair tests	Identify & Classify	Observation over time	Pattern Seeking	Research	BIG Question: Assessment Opportunity
	Classify objects by the material it is made from	What is the life cycle of a plant?	What happens to unwanted food?	Why are trees and plants important?	How can I help to take care of the earth?