

**Aims National Curriculum Aims for Key Stage 1 & 2**

**All Pupils should have opportunity to:**

- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.
- Be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

**Science  
Year 1**

Curriculum Objectives	Can I objectives	Welcome to Yr1	Are we there yet?	Land Before Time	Yr1 Saves the World	The Garden of England	Walking on Sunshine
<b>PLANTS:</b> Pupils should read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge	Can I use, spell and understand scientific vocabulary? trunk, stem, leaves, flowers, petals, fruit, bulb, root, seeds, branches						
<b>PLANTS:</b> Can I identify and name a variety of common wild and garden plants, including deciduous and evergreen trees?	Can I identify and name a variety of common wild and garden plants?  Can I identify and name deciduous and evergreen trees?						
<b>PLANTS:</b> Identify and describe the basic structure of a variety of common flowering plants, including trees	Can I identify and describe the basic structure of a variety of plants and trees? Can I draw a diagram to show the parts of different plants and trees?						
<b>PLANTS/WS:</b> Observing closely, using simple equipment	Can I use a magnifying glass to look closely at the parts of a plant?						

<b>PLANTS/WS:</b> Identifying and classifying	Can I group a range of plants according to their features? Can I describe how I was able to identify and group them?						
<b>PLANTS/WS:</b> Gathering and recording data to help in answering questions.	Can I record how plants have changed over time? (Leaves falling, growth etc.)						
<b>PLANTS/WS:</b> Using their observations and ideas to suggest answers to questions	Can I compare and contrast what we have found out about different plants? (Evergreen, flowering)						
<b>PLANTS):</b> Uses and implications of science today and for the future	Can I say how scientists use their knowledge about plants to help us? (farming-pesticides, protect- habitats)						
<b>EXPERIENCES- PLANTS:</b> Children should use the local environment to explore and answer questions about plants growing in their habitat. Children should observe the growth of flowers and vegetables that they have planted.							
<b>ANIMALS, (Inc. HUMANS):</b> Pupils should read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge	Can I use, spell and understand scientific vocabulary? Fish, amphibian, reptile, bird, mammal, Head, neck, arm, elbow, leg, knee, face, ears, eyes, hair, mouth, teeth Smell, sound, taste, touch and sight						
<b>ANIMALS, (Inc. HUMANS):</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	Can I name a variety of animals? Can I group them into fish, amphibians, reptiles, birds and mammals?					 Insects/ mini-beasts	

W/S Identifying and classifying							
<b>ANIMALS, (Inc. HUMANS):</b> Identify and name a variety of common animals that are carnivores, herbivores and omnivores W/S Identifying and classifying	Can I use and understand the terms carnivore, herbivore and omnivore?  Can I group animals according to what they eat (herbivore, carnivore, omnivore)?	✓		✓			
<b>ANIMALS, (Inc. HUMANS) W/S:</b> Using their observations and ideas to suggest answers to questions	Can I look at the features of living creatures to determine if they are a carnivore, herbivore and omnivore?			✓			
<b>ANIMALS, (Inc. HUMANS):</b> Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) W/S: Using their observations and ideas to suggest answers to questions	Can I describe the structure of a variety of animals? Can I compare the structure of a variety of animals (fish, amphibians, reptiles, birds, mammals including pets)? Can I suggest reasons for their differences?			✓			
<b>ANIMALS, (Inc. HUMANS):</b> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Can I name the basic parts of the human body? Can I draw and label the basic parts of the human body? Can I say which part of the body is associated with each sense?	✓					
<b>ANIMALS, (Inc. HUMANS):</b> Uses and	Can I learn why scientists seek to	✓					

implications of science today and for the future	understand how the body works? (Medicine)						
<b>ANIMALS, (Inc. HUMANS):</b> Pupils should use their local environment to look at animals in their habitat. Children should be shown how to take animals from the local environment and return them safely.							
<b>EVERYDAY MATERIALS:</b> Pupils should read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge	Can I use, spell and understand scientific vocabulary? Hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, not bendy, waterproof, not waterproof, absorbent, not absorbent, opaque, transparent Brick, paper, elastic, foil						
<b>EVERYDAY MATERIALS:</b> Distinguish between an object and the material from which it is made	Can I distinguish between an object and the material from which it is made?						
<b>EVERYDAY MATERIALS W/S:</b> Asking simple questions and recognising that they can be answered in different ways.	Can I raise and answer questions about different materials and their properties?						
<b>EVERYDAY MATERIALS W/S:</b> Performing simple tests	Can I experiment with different materials to learn about their properties?						
<b>EVERYDAY MATERIALS:</b> Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock	Can I name a variety of everyday materials (including wood, plastic, glass, metal, water and rock)?						
<b>EVERYDAY MATERIALS:</b> Describe the simple physical properties of a variety of everyday materials	Can I describe the simple physical properties of a variety of everyday materials?						

<p><b>EVERYDAY MATERIALS:</b> Compare and group together a variety of everyday materials on the basis of their simple physical properties. <b>W/S:</b> Identifying and classifying</p>	<p>Can I compare a range of materials?  Can I group them based on their properties?</p>		✓		✓		
<p><b>EVERYDAY MATERIALS:</b> Uses and implications of science today and for the future</p>	<p>Can I learn about scientific developments in materials? (biodegrading materials, strong lightweight materials)</p>		✓		✓		
<p><b>EXPERIENCES:</b> Children should be able to explore and experiment with a wide variety of materials and perform simple tests to answer a question</p>							
<p><b>SEASONAL CHANGES:</b> Pupils should read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge</p>	<p>Can I use, spell and understand scientific vocabulary? Spring, summer, autumn, winter Sunny, hot, wet, raining, snow, cold, cloudy, foggy, windy Temperature, day and night</p>						✓
<p><b>SEASONAL CHANGES:</b> Observe changes across the four seasons <b>W/S:</b> Observing closely, using simple equipment</p>	<p>Can I observe changes across the four seasons?</p>						✓
<p><b>SEASONAL CHANGES:</b> Observe and describe weather associated with the seasons and how day length varies. <b>W/S:</b> Observing closely, using simple equipment</p>	<p>Can I observe and describe weather associated with the seasons?  Can I observe and describe how the length of days vary?</p>						✓

<b>SEASONAL CHANGES</b> W/S: Gathering and recording data to help in answering questions.	Can I make tables and charts about the weather? Can I discuss weather from around the world?						<input checked="" type="checkbox"/>
<b>SEASONAL CHANGES:</b> Uses and implications of science today and for the future	Can I begin to understand how science helps to keep people safe from the weather?						<input checked="" type="checkbox"/>
<b>EXPERIENCES:</b> Pupils should observe and talk about changes in the weather and the seasons.							
<b>Additional Objectives</b>		Welcome to Yr1	Are we there yet?	Land Before Time	Yr1 Saves the World	The Garden of England	Walking on Sunshine
Forces – pushes /pulls, direction, size of forces relative to amount of movement created	Can I begin to understand forces of motion? (push, pull, direction)		<input checked="" type="checkbox"/>				
Light and Dark – identify the Sun as a light source	Can I recognise the sun a source of light?						<input checked="" type="checkbox"/>
<b>Working Scientifically- Planned Investigations</b>		Welcome to Yr1	Are we there yet?	Land Before Time	Yr1 Saves the World	The Garden of England	Walking on Sunshine
W/S: Gathering and recording data to help in answering questions						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
W/S: Performing simple tests			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
W/S: Observing closely, using simple equipment						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
W/S: asking simple questions and recognising that they can be answered in different ways			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
W/S: Identifying and classifying		<input checked="" type="checkbox"/>					
W/S: Using observations and ideas and ideas to suggest answers to questions				<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	