

Year 1 – Term 2

Do you all work in the same way?

SCIENCE



Gather and record data to help in answering questions, communicating ideas in a variety of ways.

Experience different types of science enquiries, including:

- o performing simple tests
- o observing changes over time,
- o doing simple comparative tests,
- o using secondary sources: books,
 - o photographs and videos

Use their observations and ideas to suggest answers to questions. (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.)

Long-term Memory Knowledge:

Name and be able to identify the basic body parts: head, ears, mouth, eyes, nose, shoulder, knees, toes.

Know which part of the body each of the five senses is related to.

Differentiate between the object and the material it is made from.

Name some everyday materials, e.g. wood, plastic, glass. Talk about the simple physical properties of everyday materials.

Compare and group everyday materials according to their physical properties.

Talk about ways to answer a scientific question, demonstrating with some support.

Suggest how to record what they have found out.

Key Vocabulary

sense	ways we can understand the world around us
hear	the sense of sound
sight	the sense of vision; being able to see
taste	the sense when eating something
touch	the sense when you feel something
smell	the sense that recognises scents
head	part of the body containing the eyes, ears, mouth and nose
ears	the part of the body we hear with

mouth	the part of the body we use to eat and taste food
eyes	the part of the body we use to see
nose	the part of the body to smell things
shoulder	the joining part between the body and arms
knee	the joint on our leg
toes	the parts at the end of our feet
bumpy	uneven, raised patches
smooth	having an even surface
waterproof	keeps out water
materials	what something is made from
fragile	can be broken easily

Progression in Resources:

Non-fiction books
Body maps
Sense wheel

Relevance

Now	Children use their senses to explore new things; using appropriate language to describe what their senses are telling them; use their senses to identify likes and dislikes as well as danger; talk about their bodies using appropriate scientific language
Future	Children are able to develop greater understanding of how our bodies work, helping them to identify when they are ill or hurt and to recognise when they should seek medical attention.
Aspiration	Children choose careers in the medical profession, e.g. doctor, nurse, physiotherapist. They may choose to volunteer their time to work with organisations such as the St Johns Ambulance or to pursue a career in medical research.

National Curriculum Links:

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

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

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.

Essential Prior Learning:

Children should know the features of their face. Children will have had opportunities to use their senses in a variety of daily activities.

Progression in Skill:

Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (identifying and classifying).

Explore the world around them and ask their own simple questions.

Begin to recognise the different ways in which they might answer scientific questions (survey, fair test, research/secondary sources, classify, pattern seeking, modelling, investigation over time).

Observe closely.

Use simple measurements and equipment (e.g. hand lenses and egg timers) to gather data.