Year 1 Term 2

Do we all work in the same way?

SCIENCE



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. Children have explored a range of different craft and building materials in EYFS.

Progression in Skill:

Use simple features to compare objects, materials and living things.
With help, decide how to sort and group materials and living things.
Begin to recognise the different ways in which they might answer scientific questions.
Observe closely.
Talk about what you have found out and how.
As a class, record our findings and understanding in a range of ways.
Use simple measurements and equipment to gather data: sand timers, spoons, string, hand lens.
Gather and record data a class table/chart to help in answering questions.
Perform simple tests.
Use secondary sources to find information and answer questions: books, photographs, videos.
Ask their own simple questions, e.g. What properties does a material have?
Complete diagrams: labelled pictures, labelled diagrams, matching vocabulary to picture, annotated photographs.
Use your observations and ideas to suggest answers to questions.
Use scientific vocabulary to show understanding: labelled pictures, annotated photographs, matching, audio recordings, diagrams, written conclusions.
Observations over time.
Explore the work of Charles Macintosh.
Identify, name, draw/label the basic parts of the human body.
Know that each part of the body has a job to do.
Identify, name, draw/label the basic parts of the human body associated with the five senses: touch, taste, sight, smell, hearing.
Distinguish between an object and the material from which it is made.
Identify and name a variety of everyday materials: wood, plastic, glass, metal, water, rock.
Describe the simple physical properties of a variety of everyday materials: hard/soft, opaque/transparent, rough/smooth, absorbent/waterproof.
Compare and group together a variety of everyday materials on the basis of their simple physical properties.

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	
senses	ways we can understand the world around us
hear, sight, taste, touch, smell	the five senses
head, ears, mouth, eyes, nose, knee, shoulder, toes	part of the body
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.