Y1 Science overview 2019-20

Science Activity	Desired Skills	Approaches to Developing Skills	Desired Knowledge and Understanding	Approaches Developing Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3) Scientific Enquiry Planning & Presenting Critically Observing/ Classifying/ Evaluating Scientific Knowledge		
Scientific Enquiry	• Ask simple questions and recognise they can be answered in different ways • Observe closely using simple equipment (e.g magnifying glasses) • Perform simple tests • Identify and classify • Using observations and ideas to suggest answers to questions • Gather and record data to help answer questions	• Create a topic Mind Map to encourage children to ask questions • Introduce and model practical activities involving skills of investigating, contrasting, analysing, recording • Make observations • Review of investigations against criteria • Out of the classroom learning experiences to support enquiry	• Pupils should develop knowledge about the world around them and how they have an impact on that • They should understand and use basic subject specific vocabulary related to the science topic • Be confident to ask questions and know where to research the answers • Begin to use simple scientific equipment to make observations • Record and classify findings in simple ways	• Teacher led presentations • Opportunities for research modelled by Teacher • Research opportunities through home/school learning projects • Planned opportunities for use of and access to varied resources • School visits to places and organisations related to topics and learning	**TERM1:** Plants and Animals Including Humans	Most children will be able to... (working at)	Some children will not yet be able to… (working towards)	Some children are confidently able to… (exceeding)
Planning and Presenting	• Observe closely using simple equipment • Perform simple tests • Gather and record data using pictures, labels and captions • Talk about their findings/observations using scientific vocabulary	• Teacher led lessons demonstrating skills of investigating, recording, analysing • Modelling use of scientific vocabulary in comparisons, contrasts, investigations • Planned practical activities to engage children in above activities						
Critically Observing/Classification/ Evaluating	•To identify and classify things they observe •To think of some questions to ask •To answer some scientific questions •To give a simple reason for their answers •To explain what they have found out	• Observing changes over time • Investigating habitats and environments • Learning to compare and contrast • Talking about what they have learnt and observed • Begin to record data			**TERM2:** Everyday Materials			
Scientific Knowledge	• To learn and use the scientific vocabulary related to the topic • To make observations using simple equipment • To observe and comment about the world around them • To learn about change through observations and practical experiences • To know where to access information (books, internet sources)	• Planned opportunities to develop skills of observing, investigating and commenting using scientific vocabulary based on topics and experiences						
Maths links	• To measure height, weight, length and quantity using different methods (e.g. cubes, scales, hands, etc) • Sort and classify materials, plants, objects • To begin to record findings (e.g. table, pictogram, etc))	• Planned opportunities depending on topic such as deciding how to present findings via tally counting, graphs, and data analysis or measures			**TERM3:** Seasonal Changes Animals including Humans (Pets)			
SMSC	• Working with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y1 science curriculum • Resolve conflicts and differing opinions should these arise • Reflection on choices • Investigating and offering views on ethical issues in topics studied • Opportunities to and willingness to explore and understand scientific beliefs from a variety of cultural backgrounds • Study of science, investigating with a team, knowledge of wider world, interview with older people, archaeologists, museum and exhibition trips	• Plan visits, opportunities to investigate with a group or partner • Plan visits in the local environment • Visit Parks, Museums, etc						