



# Y1 Science overview 2023-24

Science Activity	Building Skills and Disciplinary Knowledge	Approaches to Developing Skills and Disciplinary Knowledge	Building Substantive Knowledge and Understanding	Approaches to Developing Substantive Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Planning & Presenting	Critically Observing/Classifying/ Evaluating	Scientific Knowledge
<b>Scientific Enquiry</b>	<ul style="list-style-type: none"> <li>Can ask simple questions and recognise they can be answered in different ways</li> <li>Can observe closely using simple equipment (e.g magnifying glasses)</li> <li>Can perform simple tests</li> <li>Can identify and classify</li> <li>Can use observations and ideas to suggest answers to questions</li> <li>Can gather and record data to help answer questions</li> </ul>	<ul style="list-style-type: none"> <li>Create a topic Mind Map: evidence recall of prior knowledge and skills; evidence short-term recall of learnt skills; evidence questions to explore</li> <li>Introduce and model practical activities involving skills of investigating, contrasting, analysing, recording</li> <li>Make observations</li> <li>Review of investigations against criteria</li> <li>Out of the classroom learning experiences to support enquiry</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should develop knowledge about the world around them and how they have an impact on that</li> <li>They should understand and use basic subject specific vocabulary related to the science topic</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to recall prior learning</li> <li>Teacher led presentations</li> <li>Opportunities for research modelled by Teacher</li> <li>Research opportunities through home/school learning projects</li> <li>Planned opportunities for use of and access to varied resources</li> <li>School visits to places and organisations related to topics and learning</li> </ul>	<b>TERM1:</b> <b>Plants and Animals Including Humans</b>  <b>TERM2:</b> <b>Everyday Materials</b>  <b>TERM3:</b> <b>Seasonal Changes Animals including Humans (Pets)</b>	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)
<b>Planning and Presenting</b>	<ul style="list-style-type: none"> <li>Can observe closely using simple equipment</li> <li>Can perform simple tests</li> <li>Can gather and record data using pictures, labels and captions</li> <li>Can talk about their findings/observations using scientific vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Teacher led lessons demonstrating skills of investigating, recording, analysing</li> <li>Modelling use of scientific vocabulary in comparisons, contrasts, investigations</li> <li>Planned practical activities to engage children in above activities</li> </ul>	<ul style="list-style-type: none"> <li>Be confident to ask questions and know where to research the answers</li> </ul>					
<b>Critically Observing/Classification/Evaluating</b>	<ul style="list-style-type: none"> <li>Can identify and classify things they observe</li> <li>Can think of some questions to ask</li> <li>Can answer some scientific questions</li> <li>Can give a simple reason for their answers</li> <li>Can explain what they have found out</li> </ul>	<ul style="list-style-type: none"> <li>Observing changes over time</li> <li>Investigating habitats and environments</li> <li>Learning to compare and contrast</li> <li>Talking about what they have learnt and observed</li> <li>Begin to record data</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use simple scientific equipment to make observations</li> <li>Record and classify findings in simple ways</li> </ul>					
<b>Scientific Knowledge</b>	<ul style="list-style-type: none"> <li>Can learn and use the scientific vocabulary related to the topic</li> <li>Can make observations using simple equipment</li> <li>Can observe and comment about the world around them</li> <li>Can learn about change through observations and practical experiences</li> <li>Can know where to access information (books, internet sources)</li> </ul>	<ul style="list-style-type: none"> <li>Planned opportunities to develop skills of observing, investigating and commenting using scientific vocabulary based on topics and experiences</li> </ul>						
<b>Maths links</b>	<ul style="list-style-type: none"> <li>Can measure height, weight, length and quantity using different methods (e.g. cubes, scales, hands)</li> <li>Can sort and classify materials, plants, objects</li> <li>Can begin to record findings (e.g. table, pictogram)</li> </ul>	<ul style="list-style-type: none"> <li>Planned opportunities depending on topic such as deciding how to present findings via tally counting, graphs, and data analysis or measures</li> </ul>						
<b>SMSC</b>	<ul style="list-style-type: none"> <li>Can work with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y6 science curriculum</li> <li>Can resolve conflicts and differing opinions should these arise</li> <li>Can reflect on choices</li> <li>Can investigate and offering views on ethical issues in topics studied</li> <li>Can show willingness to explore and understand scientific beliefs from a variety of cultural backgrounds</li> <li>Can study science, and investigate with a team knowledge of the wider world, including interviewing with older people, archaeologists and museum and exhibition personnel</li> </ul>	<ul style="list-style-type: none"> <li>Planned visits, opportunities to investigate with a group or partner</li> <li>Plan visits in the local environment</li> <li>Visit Parks, Museums, laboratories</li> </ul>						