

Key Stage 1 YEAR 1 SCIENCE

National Curriculum KS1 Programme of Study	Chris Quigley Essential Skills Milestone 1	
<p><u>Working Scientifically</u> During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills:</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions. <p><u>Plants</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees. <p><u>Animals, including humans</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<p>1. To work scientifically</p>	<ul style="list-style-type: none"> • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions.
	<p>To understand plants</p>	<p>Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.</p> <ul style="list-style-type: none"> • Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.
	<p>To understand animals and humans</p>	<ul style="list-style-type: none"> • Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). • Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Observe and name a variety of sources of sound, noticing that we hear with our ears.</p>
	<p>To investigate sound and hearing</p>	

<p><u>Everyday Materials</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	<p>To investigate materials</p>	<p>Distinguish between an object and the material from which it is made.</p> <ul style="list-style-type: none"> • 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.
<p><u>Seasonal Changes</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies 	<p>To understand movement, forces and magnets</p>	<ul style="list-style-type: none"> • Notice and describe how things move, using simple comparisons such as faster and slower Compare how different things move.. • Observe the apparent movement of the Sun during the day. • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.