

Y1 Science – Sensing Seasons	Autumn 1
Learning Intention	To identify how the seasons determine how our changing world varies.
Targets for Success	<ul style="list-style-type: none"> - Name the four seasons - Describe how the changes each season look and feel - Suggest which clothing to wear in each season
Activity	<p>What is a season? What season is it now? How does it feel now inside and outside? Show the children pictures of people wearing different types of clothing and match them to the four seasons. Clothing can be made of different materials, what materials would be better for each season? The children dress a figure outline appropriately for the season.</p>
Learning Intention	To observe, describe and compare the changing seasons of the year.
Targets for Success	<ul style="list-style-type: none"> - Identify things in the natural worlds that change each season - Use my senses to make observations - Collect evidence to show how the seasons change
Activity	<p>Recap over previous lesson and the changes in seasons and clothing. As well as our clothing changing, the natural world also changes. Plants, trees and animals also have changes, can you think of any? Look at pictures of the four seasons and identify which season it is. Scavenger hunt – what can we find that will give us a clue of what season it is? Take pictures of their findings and complete a checklist.</p>
Learning Intention	To identify and describe the impact that the seasonal changes has on animals.
Targets for Success	<ul style="list-style-type: none"> - Use evidence that I have collected to answer questions about different seasons - Explain in which season certain evidence might be found
Activity	<p>Remind the children of the scavenger hunt last week and what we found. Use the evidence that they collected e.g. leaves/pinecones to add to the season window. Draw a picture of the season we are in using the evidence to help them, including what they might see.</p>
Learning Intention	To describe the weather at different seasons of the year.
Targets for Success	<ul style="list-style-type: none"> - Make observations over time of the weather - Look for patterns in data - Use data to describe the weather in the different seasons
Activity	<p>Creating a class weather chart – recording what the weather is like over two weeks. When the data is collected, what patterns can we notice in the data? What is the most/least common weather we have had?</p>

Learning Intention	To compare weather associated with the seasons.
Targets for Success	<ul style="list-style-type: none"> - Describe how the weather affects me - Compare different weathers each season - Discuss observations of the weather
Activity	Look at today's weather. Go on a weather walk, what can you see/hear? Draw a picture and add labels to describe today's weather. Write a sentence about today's weather and what we could wear and do.
Learning Intention	To describe the weather in a particular season.
Targets for Success	<ul style="list-style-type: none"> - Make observations of the weather - Describe how the weather looks and feels - Perform a weather report
Activity	Discuss everything we have learned about the weather so far. In groups of 3 or 4, spend time observing the weather today and writing down words to describe it Watch a video of a weather report and talk about what they included. Practice in groups performing their weather report and take turns performing them to the class.

Y1 Science – Everyday Materials	Autumn 2
Learning Intention	To identify and name three everyday materials
Targets for Success	<ul style="list-style-type: none"> - Identify objects made out of wood, metal and plastic - Sort objects into wooden, metal and plastic groups - Use pictures to record my sorting
Activity	Gather objects made of different materials and discuss. Sort these based on their material and write about some of the objects. Draw pictures of the different groups.
Learning Intention	To identify and name paper in a variety of forms
Targets for Success	<ul style="list-style-type: none"> - Identify different types of paper - Test different types of paper for different uses - Say which papers are better for the different uses
Activity	Using 5 different types of paper, test painting on, writing and mopping up to see which one works the best for each use.
Learning Intention	To identify and describe different types of fabric
Targets for Success	<ul style="list-style-type: none"> - Describe different types of fabric - Use a magnifier to help me draw what I see - Suggest suitable clothing uses for different fabrics
Activity	Look at different clothes samples made from different materials. Look at the patterns in the materials and draw what you can see.
Learning Intention	To describe how an object like a spoon can be made from different materials
Targets for Success	<ul style="list-style-type: none"> - Recognise that some objects can be made from different materials - Suggest reasons why different materials might be used - Explain why some materials are better for certain uses
Activity	Sort objects made of the same material. Discuss why spoons are sometimes made from different materials, what is the best material for the different uses?
Learning Intention	To investigate the stretchability and flexibility of selected materials
Targets for Success	<ul style="list-style-type: none"> - Identify which materials bend and stretch - Test how materials bend and stretch

	- Carry out simple tests
Activity	Test how far a sock will stretch, measure along the way. What happened when the sock stopped stretching? Will a different sock stretch a different amount?
Learning Intention	To explore the properties of absorbency and waterproofing
Targets for Success	<ul style="list-style-type: none"> - Decide which material to use for soaking up water - Decide which material does not let water through - Carry out simple tests
Activity	Test how waterproof different materials are by putting droplets of water onto the different materials to see which one would make the best umbrella.
Learning Intention	To recognise that materials have a range of different properties
Targets for Success	<ul style="list-style-type: none"> - Use the correct words to describe how a material looks - Use the correct words to describe how a material feels - Identify at least two properties of a material
Activity	Make 'feely plates' with different materials with similar properties e.g soft/smooth or hard/shiny.

Y1 Science – Animals Including Humans	Spring 1
Learning Intention	To identify different animals seen around school at different times of the year
Targets for Success	<ul style="list-style-type: none"> - Identify and name a variety of common animals found around school - Compare what I have seen at different times of the year - Recognise simple patterns in the data I have collected
Activity	Look at a variety of animals and identify which ones would be found around school and which ones would be found in other countries. Cutting and sticking activity with different animals and locations.
Learning Intention	To identify and describe birds that visit our bird feeders at different times
Targets for Success	<ul style="list-style-type: none"> - Describe birds that I see visiting our bird feeder - Describe some familiar birds - Record data to show which birds visit our bird feeder at different times
Activity	Observe the class bird feeder and make a tally of all of the birds we can see visit. Visit the woodlands and see which birds we can see visiting. Compare which birds we see at different times of the day.
Learning Intention	To describe the needs of snails and what happens as they change and grow
Targets for Success	<ul style="list-style-type: none"> - Describe and compare snails in the classroom - Talk about how to care for snails and what their needs are - Record observations of snails as they change over time
Activity	Research the needs of snails and how to care for them. Observe the snails and identify any changes.
Learning Intention	To describe the day to day needs of a pet
Targets for Success	<ul style="list-style-type: none"> - Describe how to look after a dog or a cat - Compare the needs of a dog and cat and identify the differences - Use research to find out how we care for pets
Activity	Think of some questions that we would like to find the answer to about looking after pets. Research using the chromebooks how to look after a dog or cat and write a list of things you need. (completed over two lessons)

Y1 Science – Animals Including Humans	Spring 2
Learning Intention	To identify and name a variety of common animals
Targets for Success	<ul style="list-style-type: none"> - Group animals in different ways using simple features - Recognise animals that are fish, amphibians, reptiles, birds and mammals
Activity	Discuss and identify the different types of animals and put pictures of animals into the correct category.
Learning Intention	To describe and compare the body structures of different kinds of animals
Targets for Success	<ul style="list-style-type: none"> - Use information sources to help me find out about animals bodies - Name the parts of the animals body - Compare different animals bodies
Activity	Choose from a variety of animals including fish, amphibians, reptiles, birds and mammals and research their body parts using the internet, books and pictures. Label our chosen animal.
Learning Intention	To describe and compare different types of fish
Targets for Success	<ul style="list-style-type: none"> - Use simple terms to describe fish - Observe using magnifiers to help me notice details - Make comparisons between different fish and describe similarities and differences
Activity	Observe fish using magnifying glasses, compare the similarities and differences of the body parts and features.
Learning Intention	To observe the main features of birds and compare different kinds of birds
Targets for Success	<ul style="list-style-type: none"> - Use simple terms to describe birds - Recognise the main features of birds and compare them - Compare birds to other animals
Activity	Compare six different types of birds and two different types of feathers. Label pictures of birds with their features.
Learning Intention	To recognise that some animals are carnivores, some are herbivores and some are omnivores
Targets for Success	<ul style="list-style-type: none"> - Identify foods that might be eaten by different types of animals - Group a variety of animals according to what they eat - Begin to use the words carnivore, herbivore and omnivore
Activity	Research to find out what a variety of different animals eat, discussing the language carnivore, herbivore and omnivore.

Learning Intention	Describe how the lives of nocturnal animals differ from those of animals seen in the daytime
Targets for Success	<ul style="list-style-type: none">- Identify physical features of nocturnal animals that help them at night- Say what happens to a nocturnal animal during the day- Describe how the lives of nocturnal animals differ from those of other animals
Activity	Select two animals, one nocturnal and one that is not nocturnal, draw a picture to show when they are active and write a sentence to describe what the animal is doing.

Y1 Science – Plants	Summer 1
Learning Intention	To observe, compare and contrast leaves across the seasons, noticing any changes that may have occurred
Targets for Success	<ul style="list-style-type: none"> - Make careful observations of leaves - Compare and contrast leaves that I collect each season - Describe in simple terms the changes that I notice across the year
Activity	Collect different leaves, in groups create a giant leaf using sticks and twigs for the outline and leaves to fill in the middle
Learning Intention	To observe, compare and contrast trees across the seasons, in particular what happens to the leaves and changes in the twigs
Targets for Success	<ul style="list-style-type: none"> - Explain that some trees are deciduous and some are evergreen - Compare and contrast twigs from deciduous and evergreen trees each season - Describe in simple terms the changes that I notice across the year
Activity	Learn about different types of trees, some that we may know and some new. Visit an evergreen and deciduous tree and observe changes.
Learning Intention	To recognise that flowers seen around school vary depending on the season
Targets for Success	<ul style="list-style-type: none"> - Make observations of familiar flowers, noticing the range of colours that exist` - Identify and name some flowering plants and recognise that they produce flowers at different times of year - Explain why flowers I see around school change depending on the season
Activity	Use a colour chart to hunt for flowers and identify them as a garden flower or wild flower.
Learning Intention	To observe and describe changes to plants that take place over time
Targets for Success	<ul style="list-style-type: none"> - Plant vegetables and fruit plants and care for them as they grow - Observe these plants carefully, noticing changes as they grow - Describe some changes that take place over time
Activity	Label and identify the parts of our plants. Make observations of the plants growing.
Learning Intention	To identify a variety of vegetable and fruit crops and use them to make salads
Targets for Success	<ul style="list-style-type: none"> - Identify familiar vegetables and fruits - Compare and group vegetables and fruits in different ways - Pick, wash, prepare and combine produce to make salads
Activity	Clean and prepare vegetables and fruits, observing and describing them. Mix and combine them to make a salad.

Y1 Science – Plants	Summer 2
Learning Intention	To identify, name, describe and compare some familiar garden plants
Targets for Success	<ul style="list-style-type: none"> - Identify and name some familiar garden plants - Make careful observations of garden plants - Compare garden plants that I see and say how they are similar and different
Activity	Observe plants in the sensory garden. Draw an observational sketch of a plant to show its shape, texture and colour.
Learning Intention	To identify, name, describe and compare a variety of familiar wild plants
Targets for Success	<ul style="list-style-type: none"> - Identify and name some familiar wild plants - Make careful observations of wild plants - Compare wild plants that I see and say how they are similar and different
Activity	Explore some pictures of wild plants, think about why they were given their names. Seek three wild plants and record their location.
Learning Intention	To compare a variety of familiar flowering plants and group them according to the similarities in their flowers
Targets for Success	<ul style="list-style-type: none"> - Recognise and identify flowering garden and wild plants - Describe similarities and differences between flowers - Group flowers in different ways
Activity	Talk about different flower shapes, sizes, colours and smells. Using magazines, cut out and create a collage grouping the flowers by colour, shape or petals.
Learning Intention	To describe and compare the root systems of a variety of familiar plants
Targets for Success	<ul style="list-style-type: none"> - Identify the roots of different kinds of plants - Make observations of roots - Compare and contrast the roots of a variety of familiar plants
Activity	Children carry out an enquiry about plants and their root systems using magnifying equipment.
Learning Intention	To identify and name, describe and compare a variety of trees in the local environment.
Targets for Success	<ul style="list-style-type: none"> - Identify a variety of trees in my local environment - Observe and describe trees - Compare the heights of different types of trees and the diameter of their trunks
Activity	Observe and compare pictures and real life trees. Observe the trees bark and surroundings, describing its features.

Learning Intention	To observe plants, leaves and flowers closely and create a class mural
Targets for Success	<ul style="list-style-type: none">- Make observations about plants at the garden centre and in the classroom- Use scientific vocabulary to describe the different parts of the plants- Draw images of plants, leaves and flowers
Activity	Use all of the information we have gathered to create a class mural including flowers, leaves and plants.