

Excellence and Enjoyment, Everyone and Everything. "God created you to be amazing" Ephesians 2:10

Year 1	Science Long Term Overview					
	Autumn 1 Animals including humans	Autumn 2 Materials	Spring 1 Materials	Spring 2 Animals including humans	Summer 1 Plants	Summer 2 Plants
	Seasonal Changes throughout the year					
Unit of work Driving Question	How am I similar and different to others?	What are objects made from?	What can materials do?	How can I group animals?	What do I know about plants?	
Values	Friendship and Love		Respect and responsibility		Perseverance and Hope	
Link to NC programme of study	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.	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 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.		
What we need to know Red Hill Riches	Our ears help us to hear, Our noses help us smell Our eyes help us see Our skin helps us touch Our tongue helps us to taste Humans change over time.	An object is made from/of a material. There are a range of materials including wood, plastic, glass, metal and rock. Materials have properties for example hard, bendy, soft Materials can be grouped based on how they look	Common animals can be grouped into fish, amphibians, reptiles, birds and mammals. Common animals can be grouped into carnivores, herbivores and omnivores.	There are a variety of common wild and garden plants, including deciduous and evergreen trees. Evergreen trees maintain their leaves throughout the year and deciduous trees shed their leaves in autumn. Common wild and garden plants can be identified by their features		

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			Herbivores eat plants; carnivores eat other animals and omnivores eat both animals and plants.	Common flowering plants, including trees have key features including roots, trunk/stem, flowers and leaves Seasonal changes Changes can be seen across the four seasons. Weather can be associated with the seasons. The length of the day varies across the seasons.
Links to prior knowledge (footprints)	Name and describe people who are familiar to them. (Reception - Humans)	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Explore the natural world around them, making observations and drawing pictures of animals and plants;	Explore the natural world around them. (Reception – Living things and their habitats) • Recognise some environments that are different to the one in which they live. (Reception – Living things and their habitats)
Vocabulary	head, body, eyes, ears, mouth, teeth, leg (parts of the body including those within the RSE policy), senses, touch, see, smell, taste, hear, fingers, skin, eyes, nose, ear, tongue	Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through	tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, names of animals experienced first-hand from each vertebrate group,	Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud Names of trees in the local area Names of garden and wild flowering plants in the local area
Common Misconceptions	Some children may think: <ul style="list-style-type: none"> <li>humans are not animals</li> </ul>	Some children may think: <ul style="list-style-type: none"> <li>only fabrics are materials</li> <li>only building materials are materials</li> <li>only writing materials are materials</li> <li>the word 'rock' describes an object rather than a material</li> <li>'solid' is another word for hard.</li> </ul>	Some children may think: <ul style="list-style-type: none"> <li>only four-legged mammals, such as pets, are animals</li> <li>insects are not animals</li> <li>all 'bugs' or 'creepy crawlies', such as spiders, are part of the insect group</li> <li>amphibians and reptiles are the same</li> </ul>	Some children may think: <ul style="list-style-type: none"> <li>plants are flowering plants grown in pots with coloured petals and leaves and a stem</li> <li>trees are not plants</li> <li>all leaves are green</li> <li>all stems are green</li> <li>a trunk is not a stem</li> <li>blossom is not a flower.</li> </ul>
Excellence Enjoyment Everyone Everything	Excellence- Recognise the importance of how incredible the human body is.  Enjoyment- Enjoy exploring the human body and visiting the Worcester Infirmary	Excellence- Recognise how different materials can be used to enhance objects for their usage  Enjoyment-Enjoy exploring a wide range of materials and their usage  Everyone-Materials can be used to design objects which give accessibility for everyone, no matter their needs	Excellence-Recognise the excellence of scientists who have learned to group animals and create classification categories.  Enjoyment-Enjoy exploring a wide range of animals	Excellence- Recognise the significance of God's creations and the variety of plants that we have across our world.  Enjoyment-Enjoy growing a variety of plants and watching them grow Enjoy going on a hunt for a variety of plants.

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	<p>Everyone- Appreciate that everyone has similarities and differences. Support equality of all physical needs including disabled people.</p> <p>Everything- Know the different parts of the human body and how they are used.</p>	<p>Everything-Know that there are different materials with different usage.</p>	<p>Everyone-Everyone has similar and different traits and can be grouped accordingly</p> <p>Everything-Know that animals can be classified into different groups</p>	<p>Everyone-Plants, like people are all different and have adapted to their environments.</p> <p>Everything- Know that there are a variety of plants and trees.</p>
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