



Claremont Primary and Nursery School Science Curriculum

Year 1: Why do we need our senses?

NC link: Animals including humans

Objectives:

- Be able to identify different parts of the human body
- Be able to draw and label different parts of the human body
- Be able to explain how we see
- Be able to explain how we hear
- Be able to explain how we taste
- Be able to explain how we touch

Substantive Knowledge:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Disciplinary knowledge (Think like a scientist):

- 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.

Key Vocabulary:

Hair, Eyes, Face, Leg, Arm, Elbow, Knee, Foot, Head, Ears, Nose, Teeth, Back, Light, Dark, Blind, Hear, Loud, Quiet, Noisy, Sweet, Salty, Sour, Bitter, Savoury, Scent, Stench, Skin, Rough, Smooth, Hard, Soft,



Claremont Primary and Nursery School Science Curriculum

Year 1: What should I wear in Autumn and Winter?

NC link: Seasonal changes

Objectives:

- Be able to describe and explain what happens in Autumn
- Be able to describe and explain what happens in Winter

Substantive Knowledge:

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

Disciplinary knowledge (Think like a scientist):

- 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.

Key Vocabulary:

Summer, Spring, Autumn, Winter, Sun, Day, Moon, Night, Light, Dark, Daylight, Weather, Season, Rainfall, Rain, Gauge, Rainy, Snowy, Windy, Cloudy, Frosty, Sunny



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Year 1: What is the best material to use to make an umbrella?

NC link: Everyday materials

Objectives:

- Be able to identify and name materials
- Be able to identify and describe rock
- Be able to identify materials and sort objects by their properties
- Be able to explain what happened when water melts and freezes
- Be able to explain why objects float and sink
- Be able to explain why materials absorb water differently

Substantive Knowledge:

- 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.

Disciplinary knowledge (Think like a scientist):

- 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.

Key Vocabulary:

Wood, Plastic, Glass, Paper, Wool, Water, Metal, Rock, Hard, Soft, Bendy, Rough, Smooth, Shiny, Dull, Heavy, Light, Solid, Liquid, Melt, Freeze, Ice, Float, Sink, Absorb, Transparent, Opaque



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Year 1: What should I wear in Autumn and Winter?

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Disciplinary knowledge (Think like a scientist):

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Year 1: What kind of animal is it?

NC link: Animals including humans

Objectives:

- Be able to explain what a mammal is
- Be able to explain what a bird is
- Be able to explain what a fish is
- Be able to explain what an amphibian is
- Be able to explain what a reptile is
- Be able to compare and group different animals
- Be able to explain the key characteristics of a carnivore
- Be able to explain the key characteristic of a herbivore
- Be able to explain what an omnivore is

Substantive Knowledge:

- 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)
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Disciplinary knowledge (Think like a scientist):

- 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.

Key Vocabulary:

Animal, mammal, fur, wild mammal, pet, bird, wings, beak, feathers, webbed feet, flippers, tail, fins, scales, gills, amphibian, frog, toad, newt, reptile, lizard, crocodile, turtle, carnivore, sharp teeth, herbivore, plants, vegetable, fruit, omnivore



Claremont Primary and Nursery School Science Curriculum

Year 1: What happens in Spring and Summer?

NC link: Seasonal changes

Objectives:

- Be able to describe and explain changes to the weather in Spring
- Be able to describe and explain changes to the weather in Summer

Substantive Knowledge:

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

Disciplinary knowledge (Think like a scientist):

- 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.

Key Vocabulary:

Summer, Spring, Autumn, Winter, Sun, Day, Moon, Night, Light, Dark, Daylight, Weather, Season, Rainfall, Rain, Gauge, Rainy, Snowy, Windy, Cloudy, Frosty, Sunny



Claremont Primary and Nursery School Science Curriculum

Year 1: What is a plant?

NC link: Plants

Objectives:

- Be able to identify parts of a plant
- Be able to identify parts of a tree
- Be able to identify and name some common garden and wild plants
- Be able to identify plants in my local area
- Be able to explain what a deciduous tree is and identify one
- Be able to explain what an evergreen tree is and identify one

Substantive Knowledge:

- 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.

Disciplinary knowledge (Think like a scientist):

- 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.

Key Vocabulary:

Plant, Stem, Petals, Roots, Stem, Branch/es, Trunk, Deciduous, Evergreen trees, Leaves, Flowers (blossom), Fruit, Bulb, Seed, Wildflower, Daisy, Buttercup, Dandelion, Horse Chestnut, Oak, Sycamore, Pine, Holly, Needles, Soil, Growth