ST MARY'S RC PRIMARY SCHOOL

Year 1 National Curriculum Coverage – Science

Autumn		Spring		Summer	
Statutory requirements To distinguish between an object and the material from which it is made To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock To describe the simple physical properties of a variety of everyday materials To compare and group together a variety of everyday materials on the basis of their simple physical properties	Statutory requirements To observe changes across the four seasons To observe and describe weather associated with the seasons and how day length varies.	Statutory requirements To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees To identify and describe the basic structure of a variety of common flowering plants, including trees	Statutory requirements To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals To identify and name a variety of common animals that are carnivores, herbivores and omnivores To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense		
Non-Statutory To explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent.	Non-Statutory To explain the effects of seasons on humans, plants and animals To know that the sun lights up the Earth To know how to stay safe when observing the sun	Non-Statutory To use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted. To become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including	Non-Statutory To use the local environment throughout the year to explore and answer questions about animals in their habitat. To understand how to take care of animals taken from their local environment and the need to return them safely after study.	Non-Statutory To identify and name the sources of light To identify and name sources of light that we can see To explain what darkness is To compare sources of light (brightest, dullest, darker, lighter)	Non-Statutory To observe and describe different ways of moving To describe and show how to make something move, e.g. push and pull To describe and explain changes in movement as a result of an action

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To explore and experiment with a wide variety of materials, including for example: brick, paper, fabrics, elastic, and foil..		leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem)	To become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets. To learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.	To describe how light is different during the night and day	
Working Scientifically 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	Working Scientifically 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	Working Scientifically 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	Working Scientifically 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	Working Scientifically 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	Working Scientifically 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