

YEAR 1

Science Curriculum Rationale

CURRICULUM INTENT

Year 1 begins every child's science journey with the observable and the tangible. Across the year, pupils explore living things, everyday materials, animals and the patterns of the seasons, always starting from what they can see, touch and measure. The focus is on careful observation, naming and describing, and using simple scientific language in full sentences.

WHY THIS SEQUENCE

Units run from the most familiar outward: pupils begin with plants and their own bodies (what they can see and feel), then everyday materials, then animals, closing with seasonal change over time. Each step adds a new way to observe, sort and compare.



Year 1 pupils working scientifically

THE SIX UNITS

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
The Park Explorers	My Body and My Senses	Everyday Materials	Animal Groups	Animal Diets	Seasonal Changes

YEAR 1 • AUTUMN 1

The Park Explorers

NC • Plants

 Biology

- Children begin the year with the familiar and observable: the plants in the world around them. Starting here eases the transition into school science and draws on what pupils already notice outdoors.
- They learn that plants are living things that grow, name the basic parts and what each part does, and identify common wild and garden plants and trees, including evergreen and deciduous.

**NATIONAL CURRICULUM**

Plants

ENQUIRY FOCUS

Identifying and classifying

KEY VOCABULARY

plant, roots, stem, leaves, flower, tree, evergreen, deciduous

Pupil booklet for this unit

YEAR 1 · AUTUMN 2

My Body and My Senses

NC · Animals, including humans

 Biology

- Pupils turn the lens on themselves, naming the parts of the human body and linking each of the five senses to the body part that performs it.
- Hands-on, sensory exploration makes the learning concrete and gives children the language to describe what they see, hear, feel, taste and smell.

NATIONAL CURRICULUM

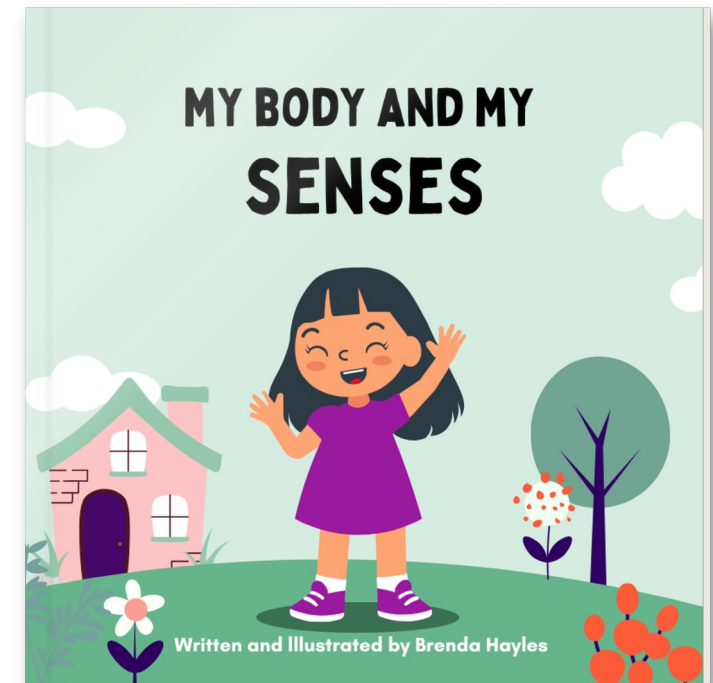
Animals, including humans

ENQUIRY FOCUS

Observing closely; using the senses

KEY VOCABULARY

body, senses, sight, hearing, smell, taste, touch



Pupil booklet for this unit

YEAR 1 · SPRING 1

Everyday Materials

NC · Everyday materials

 Chemistry

- Children explore the materials that everyday objects are made from: wood, plastic, metal, glass and rock.
- They describe simple properties, hard or soft, rough or smooth, shiny or dull, waterproof or absorbent, and connect a material's properties to what it is used for.

NATIONAL CURRICULUM

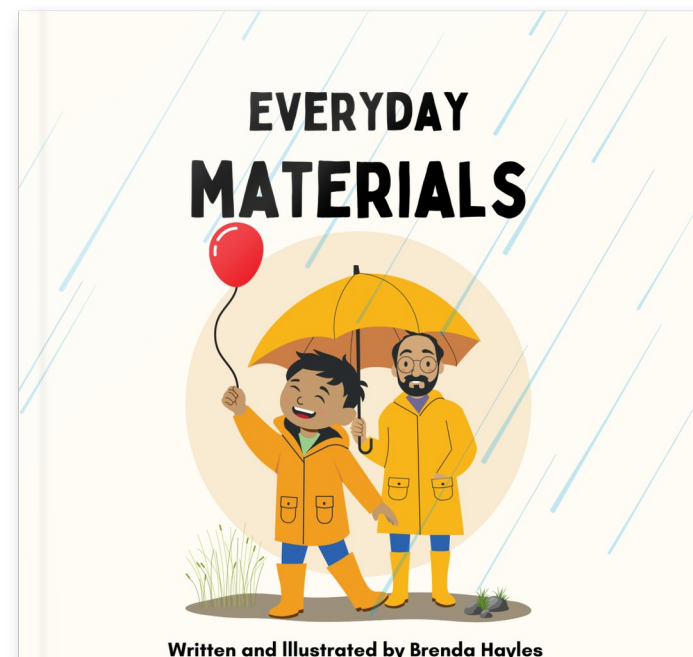
Everyday materials

ENQUIRY FOCUS

Comparing and grouping by property

KEY VOCABULARY

material, wood, plastic, metal, glass, hard, soft, rough, smooth



Pupil booklet for this unit

YEAR 1 · SPRING 2

Animal Groups

NC · Animals, including humans

 Biology

- Pupils identify and classify common animals, sorting them into groups, mammals, birds, fish, reptiles and amphibians, by their features.
- Looking closely at similarities and differences builds the foundations of classification that pupils return to throughout the curriculum.

NATIONAL CURRICULUM

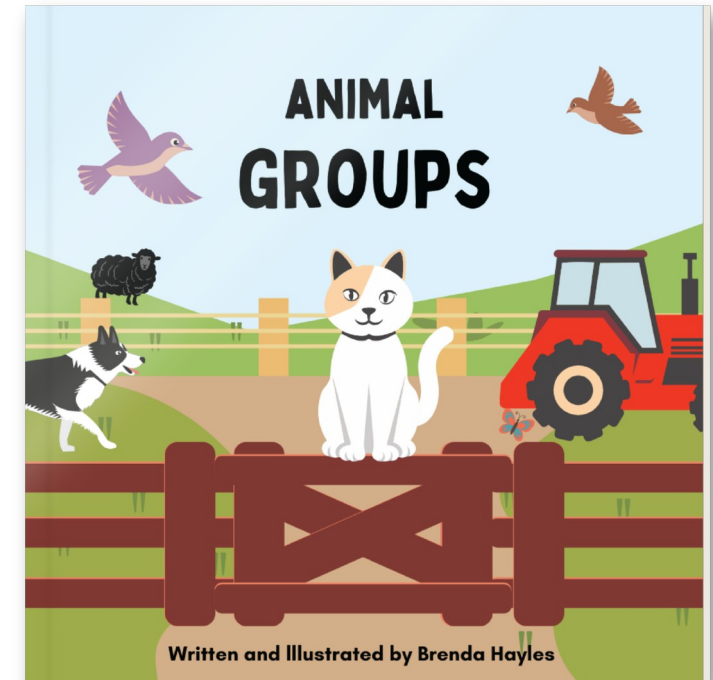
Animals, including humans

ENQUIRY FOCUS

Identifying, classifying and grouping

KEY VOCABULARY

animal, mammal, bird, fish, reptile, amphibian, fur, scales



Pupil booklet for this unit

YEAR 1 · SUMMER 1

Animal Diets

NC · Animals, including humans

 Biology

- Building on grouping, children explore what animals eat, describing animals as carnivores, herbivores and omnivores.
- They begin to see how an animal's diet relates to its features and habitat, an early step towards food chains in Year 2.

NATIONAL CURRICULUM

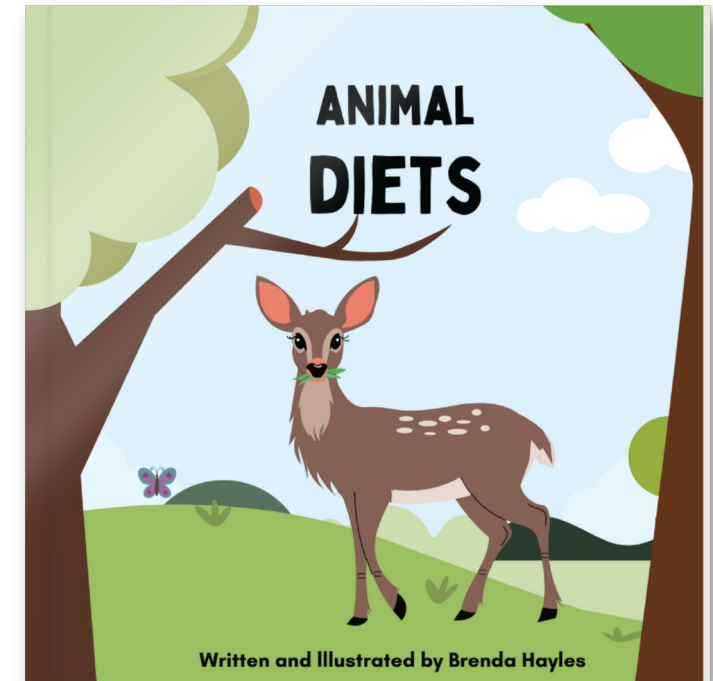
Animals, including humans

ENQUIRY FOCUS

Identifying and classifying

KEY VOCABULARY

diet, carnivore, herbivore, omnivore, meat, plants, teeth



Pupil booklet for this unit

YEAR 1 · SUMMER 2

Seasonal Changes

NC · Seasonal changes

 Physics

- The year closes with patterns over time. Children observe and describe the weather and day length across the four seasons.
- This is their first experience of the enquiry type observing over time, and of seeing science as something that follows predictable, repeating patterns.

NATIONAL CURRICULUM

Seasonal changes

ENQUIRY FOCUS

Observing changes over time

KEY VOCABULARY

season, spring, summer, autumn, winter, weather, day length



Pupil booklet for this unit