

| Year | 1 | Topic | Plants |
|--|---|-------|--------|
| Curriculum objectives | | | |
| <ol style="list-style-type: none"> 1. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. 2. Identify and describe the basic structure of a variety of common flowering plants, including trees. | | | |
| Classifying | | | |
| <ul style="list-style-type: none"> • Allow children to classify leaves, flowers, and seeds, choosing their own criteria. | | | |
| Observing over time | | | |
| <ul style="list-style-type: none"> • Observe a tree through the year. • Observe a trail/patch to identify how plants change through the year. | | | |
| Pattern seeking | | | |
| <ul style="list-style-type: none"> • Based on observations, encourage children to identify patterns e.g. after comparing the size of leaves on different plants, children may suggest “bigger plants have bigger leaves.” | | | |
| Comparative/Fair testing | | | |
| <ul style="list-style-type: none"> • Not relevant | | | |
| Researching | | | |
| <ul style="list-style-type: none"> • Use secondary sources to name plants (including trees) based on observations of leaves, seeds, flowers, buds, and bark (Leafsnap UK on Apple App Store, SEEK INaturalist on google play and Apple App Store, textbooks, Woodland Trust resources). | | | |



| Year | 1 | Topic | Animals, including humans |
|--|---|-------|---------------------------|
| Curriculum objectives | | | |
| <ol style="list-style-type: none"> 1. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. 2. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. 3. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). 4. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | | | |
| Classifying | | | |
| <ul style="list-style-type: none"> • Classify animals they have seen/have first-hand experience of, choosing their own criteria to do so. • Classify animals based on physical structure. • Classify animals they have first-hand experience of based on what they eat (plants, other animals, both). (Complete this after the research.) | | | |
| Observing over time | | | |
| <ul style="list-style-type: none"> • Observe animals in the local environment throughout the year. | | | |
| Pattern seeking | | | |
| <ul style="list-style-type: none"> • Children generate questions for investigation such as: <ul style="list-style-type: none"> ▪ Do people with longer arms have longer legs? ▪ Can more people identify prawn cocktail crisps than cheese and onion? ▪ Do all animals with have? | | | |
| Comparative/Fair testing | | | |
| <ul style="list-style-type: none"> • Can I taste the difference between different flavoured crisps/skittles/smarties? | | | |



Researching

- Use secondary sources to name animals seen in the local environment that they may not currently be able to name (e.g. birds: magpie, blackbird).
- Research what animals they have first-hand experience of eat.



| Year | 1 | Topic | Everyday materials |
|--|---|-------|--------------------|
| Curriculum objectives | | | |
| <ol style="list-style-type: none"> 1. Distinguish between an object and the material from which it is made. 2. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. 3. Describe the simple physical properties of a variety of everyday materials. 4. Compare and group together a variety of everyday materials on the basis of their simple physical properties. | | | |
| Classifying | | | |
| <ul style="list-style-type: none"> • Classify objects made from the same material (e.g. lots of things made from plastic). • Classify one object made from different materials (e.g. cups made of different materials). • Classify different fabrics based on texture (e.g. to make a feely-book for a child). • Classify paper/plastics/fabrics. | | | |
| Observing over time | | | |
| <ul style="list-style-type: none"> • Not relevant | | | |
| Pattern seeking | | | |
| <ul style="list-style-type: none"> • Not relevant | | | |
| Comparative/Fair testing | | | |
| <ul style="list-style-type: none"> • Test objects made of different materials to see how effective they are e.g. umbrellas/hats/coats for waterproofness, cloths/nappies for absorbency, socks for elasticity, bounciness of balls, sunglasses for protection from the sun, picnic plates for stiffness, door mats for wiping your feet, different papers for writing on/painting etc. | | | |



Researching

- Not relevant



| Year | 1 | Topic | Everyday materials |
|--|---|-------|--------------------|
| Curriculum objectives | | | |
| <ol style="list-style-type: none"> 1. Observe changes across the four seasons. 2. Observe and describe weather associated with the seasons and how day length varies. | | | |
| Classifying | | | |
| <ul style="list-style-type: none"> • Not relevant | | | |
| Observing over time | | | |
| <ul style="list-style-type: none"> • Take weather measurements and make observations over time. • Record/Photograph what children are wearing (jumper, coat, hats, scarves, etc.) • Make observations of daylight hours e.g. send a diary and toy bear home with one child each day and ask the child to record their activities, but the bear needs to go to bed when it gets dark and the children must record the time this happens. (This gathers evidence, over time, that day length changes and so do activities.) | | | |
| Pattern seeking | | | |
| <ul style="list-style-type: none"> • At the end of the year, look for patterns in evidence e.g. Does it rain more in spring? Do we have more sunny days in the summer? Which was the coldest month? | | | |
| Comparative/Fair testing | | | |
| <ul style="list-style-type: none"> • Not relevant | | | |
| Researching | | | |
| <ul style="list-style-type: none"> • Not relevant | | | |