



WENSLEY FOLD CE PRIMARY ACADEMY SCIENCE SCHEME OF WORK - YEAR 1

BIOLOGY – ANIMALS INCLUDING HUMANS

Key Learning Outcomes

At the start of this topic, assess children's prior knowledge by using a 'What I already know' mind map.

During this Science topic the pupils will be taught:

Humans

- To identify, name, draw and label the basic parts of the human body (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.
 - To compare and describe differences in their own features (eye, hair, skin colour, etc.).
 - To recognise that humans have many similarities.
- To say which part of the body is associated with each sense.

Other Animals

- To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. **Covered in Year 2*
 - To recognise that humans are animals.
- To identify and name a variety of common animals and classify them by what that eat (carnivores, herbivores and omnivores).
 - To group together animals according to their different features
- To describe and compare a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).
 - To find out and describe how animals look different to one another.
 - To recognise similarities between animal structures: head, body, way of moving, senses, body covering, tail.
 - To know that animals have senses to explore the world around them and to help them to survive.
 - To recognise that animals need to be treated with care and sensitivity to keep them alive and healthy.
 - To know that animals are alive; they **move**, **feed**, grow, use their **senses** and reproduce.

From Year 2, but covered in Year 1.

- *To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants.*

To assess progress at the end of the topic, children must complete the 'What I know now' mind map.

Vocabulary

Humans

sight	touch	hearing	smell	taste	legs	arms	hands	fingers	foot	eyes	nose	mouth	ears	head
human	body	heart	brain	lungs	stomach	hair	elbows	neck	teeth	food	breathe	pump	blood	



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think digest

Animals

bird fish amphibian reptile mammal carnivore herbivore omnivore skeleton habitat life cycle vertebrate skull
bone teeth swim fly feathers scales fur skin diet nocturnal pet

Working like a scientist

pattern changes plan record observe identify classify data question answer compare measure equipment
test sort group label list larger smaller faster slower stronger weaker brighter dimmer louder
quicker data logger



Key Learning Outcomes

During this Science topic the pupils will be taught:

- To assess progress at the end of the topic, children must complete the 'What I know now' mind map.

[illegible]

pattern	changes	plan	record	observe	identify	classify	data	question	answer	compare	measure	equipment	
test	sort	group	label	list	larger	smaller	faster	slower	stronger	weaker	brighter	dimmer	louder
quicker	data logger												



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BIOLOGY – PLANTS

Key Learning Outcomes

At the start of this topic, assess children's prior knowledge by using a 'What I already know' mind map.

During this Science topic the pupils will be taught:

- To identify and describe the basic structure of a variety of common flowering plants.
 - Leaves, flowers (blossom), petals, fruit, bulb, stem, leaf and root.
- To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
 - (daisy, rose, daffodil, sunflower, poppy, tulip, buttercup, dandelion, clover, bluebell)
 - (pine, holly, oak, horse chestnut, beech, ash)
- To identify and describe the basic structure of a tree.
 - Roots, trunk, branches and leaves.

To assess progress at the end of the topic, children must complete the 'What I know now' mind map.

Vocabulary

root stem leaf flower air sunlight water nutrient soil pollination seed growth deciduous evergreen habitat
 petal wild fruit bulb branch trunk blossom bud plant

Working like a scientist

pattern changes plan record observe identify classify data question answer compare measure equipment
 test sort group label list larger smaller faster slower stronger weaker brighter dimmer louder
 quicker data logger



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PHYSICS – SEASONAL CHANGES *on going topic*

Key Learning Outcomes

During this Science topic the pupils will be taught:

- To observe and comment on changes in the seasons.
- To name the seasons and suggest the type of weather in each season
- To observe and describe how day length varies in each season.

Vocabulary

winter summer spring autumn temperature daylight hours night dark Sun Earth Moon weather
rain snow ice clouds fog wind

Working like a scientist

pattern changes plan record observe identify classify data question answer compare measure equipment
test sort group label list larger smaller faster slower stronger weaker brighter dimmer louder
quicker data logger