





### Science Implementation

Science is taught as an area of learning in its own right, as well as integrated with other curriculum areas where appropriate. Currently, History and

Topic 1	Topic 2	Topic 3	Topic 4
Everyday Materials	Plants	Animals Including Humans	Seasonal Change (All Year)

Year 1 Science Implementation - Topic Specific Vocabulary			
<b>Everyday Materials</b> Wood, Plastic, Glass, Paper, Water, Metal, Rock, Hard, Soft, Bendy, Rough, Smooth, Waterproof	<b>Plants</b> Deciduous, Evergreen trees, Leaves, Flowers (blossom), Petals, Roots, Trunk, Branches, Stem, Plant, Tree.	<b>Animals Including Humans</b> Fish, Reptiles, Mammals, Birds, Amphibians, Leg, Arm, Elbow, Head, Ear, Nose, Back, Wings, Beak, Senses, vision, smell, taste, touch, hearing, Herbivore, Carnivore.	<b>Seasonal Change (All Year)</b> Summer, Spring, Autumn, Winter, Sun, Day, Moon, Night, Light, Dark, Weather, Rain, Wind, Fog, Mist, Temperature.



# Whinstone Primary School Year 1 Science

## Science Impact

At the end of each topic teachers will evaluate what knowledge and skills pupils have gained against expectations.

<b>YEAR 1</b>					
<b>WHINSTONE SCIENCE ASSESSMENT YEAR 1</b>			Evidence		
<b>Working Scientifically Y1 &amp; Y2</b>			Date	Additional Evidence	
<b>Grade 1=WTS</b> <b>2=EXS</b> <b>3=GDS</b>				Grade 1,2,3	Date
<ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions.</li> </ul>					
<i>N.B. Exceeding and Excelling are given as guidance examples only. TA should be used and judgments made based on achievements over and above the statutory requirements for each year group. Taken from KS2.</i> <i>Exceeding 60%+ Excelling 75%+</i>					
<b>1,2,3. Seasonal Change (PHYSICS) (All Year)</b>					
<ul style="list-style-type: none"> <li>• observes changes across the 4 seasons*</li> <li>• observes and describe weather associated with the seasons and how day length varies.</li> </ul>					
<i>Exceeding - discuss and compare changes between seasons (spring, summer, autumn, winter)</i>					
<i>Excelling - makes links between day length, warmth, season and growth.</i>					
<b>2. Plants (BIOLOGY) (Spring)</b>					
<ul style="list-style-type: none"> <li>• Identifies and names a variety of common wild and garden plants, including deciduous and evergreen trees*</li> <li>• identifies and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>					
<i>Exceeding - describe how seeds and bulbs grow into mature plants.</i>					
<i>Excelling - describe how plants need water, light and a suitable temperature to grow and stay healthy.</i>					
<b>3. Animals, including humans (BIOLOGY) (Summer)</b>					
<ul style="list-style-type: none"> <li>• identifies and names a variety of common animals including fish, amphibians, reptiles, birds and mammals*</li> <li>• identifies and names a variety of common animals that are carnivores, herbivores and omnivores*</li> <li>• describes and compares the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> <li>• identifies, names, draws and labels the basic parts of the human body and say which part of the body is associated with each sense.*</li> </ul>					
<i>Exceeding - notice that animals, including humans, have young which grow into adults</i>					
<i>Excelling - describe the basic needs of animals, including humans, for survival (water, food and air)</i>					
<b>1. Uses of Everyday Materials (CHEMISTRY) (Autumn)</b>					
<ul style="list-style-type: none"> <li>• Distinguishes between an object and the material from which it is made.</li> <li>• identifies and names a variety of everyday materials, including wood, plastic, glass, metal, water, and rock*</li> <li>• describes the simple physical properties of a variety of everyday materials*</li> <li>• compares and groups together a variety of everyday materials on the basis of their simple physical properties</li> </ul>					
<i>Exceeding - identify and compare the suitability of a variety of everyday materials for particular uses</i>					
<i>Excelling - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</i>					



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