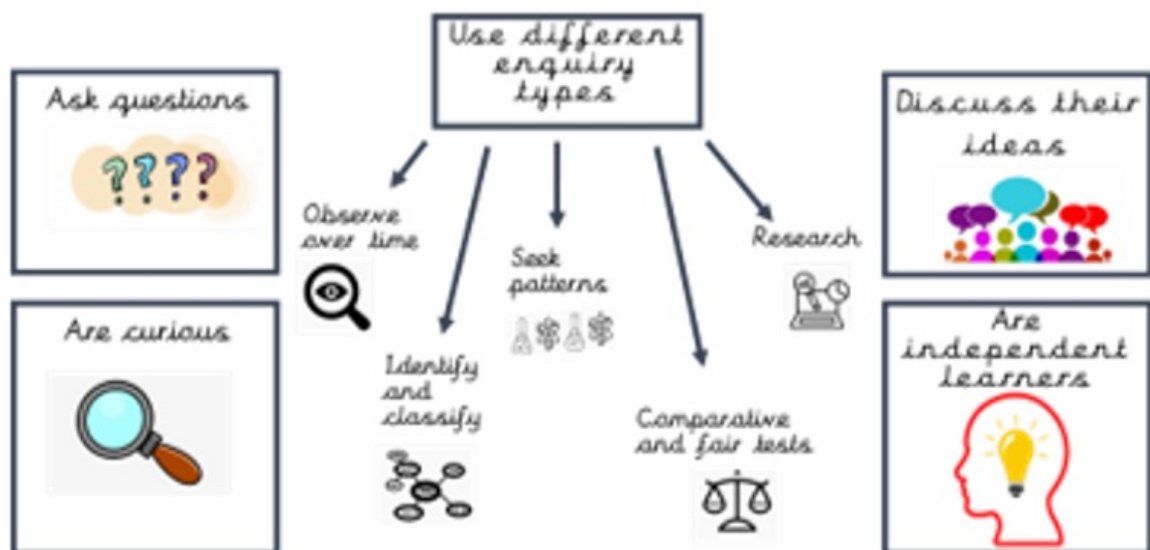
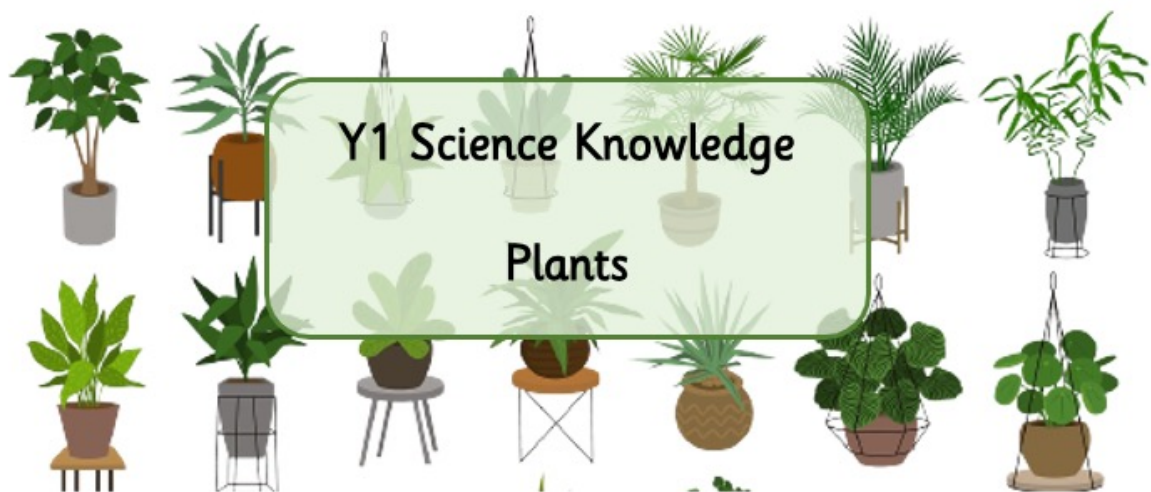


# Y1 Science Overview

## Scientists at Rivelin...





**As part of this unit children will know:**

- Name and identify a variety of common wild and garden plants such as: daffodils, daisies, poppies, rosemary, lavender, etc.
- Name and identify a variety of common deciduous and evergreen trees such as: birch, pine, sycamore, oak, beech, ash etc.
- Identify and describe the structure of common flowering plant (stem, leaf, petal, flower, root, bud).
- Identify and describe the structure of common trees (bark, leaf, blossom, root, trunk, flower, branch, fruit)

**Key Vocabulary**

Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud

**Local trees and Flowers**

Typical trees are Alder, Ash, Beech, Holly and Oak.  
Spring flowers include Bluebell, Cow Parsley, Dog's Mercury, Stitchwort and Wood Sorrel.

## Y1 Science Knowledge

### Animals including Humans



#### As part of this unit children will know:

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe and compare that structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).
- Identify, name, draw and label the basic parts of the human body and say which part is associated with each sense.

#### Key Vocabulary

Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves

- Names of animals experienced first-hand from each vertebrate group
- Parts of the body including those linked to PSHE teaching
- Senses – touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue

#### **N.B.**

The children need to be able to name and identify a range of animals in each group e.g. name specific birds and fish. **They do not need to** use the terms mammal, reptiles etc. or know the key characteristics of each, although they will probably be able to identify birds and fish, based on their characteristics.

The children also **do not need** to use the words carnivore, herbivore and omnivore. If they do, ensure that they understand that carnivores eat other animals, not just meat.

Although we often use our fingers and hands to feel objects, the children should understand that we can feel with many parts of our body.



## Y1 Science Knowledge

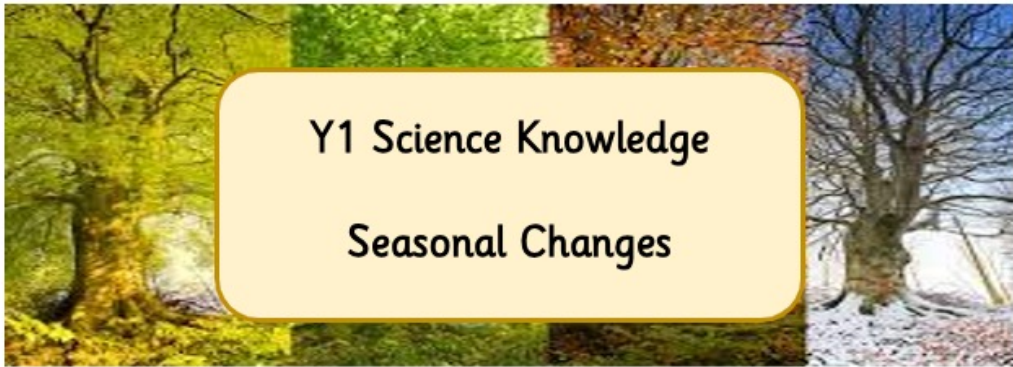
### Everyday Materials

#### As part of this unit children will know:

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

#### Key Vocabulary

Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through



## Y1 Science Knowledge

### Seasonal Changes

#### As part of this unit children will know:

- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.

#### Key Vocabulary

Weather, sunny, rainy, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, winter, summer, autumn, Sun, sunrise, sunset, day length

#### **NB**

Seasonal changes should be taught throughout the year so the children can use their observational skills and experiences.

Nice story book for this topic – Tree: Seasons Come, Seasons Go by Britta Teckentrup