

## Key Learning in Science: Year 1

**Please Note:** Much of the learning in Year 1 can be done throughout the year using the school and the local environment. For example plants can be observed to make a linked to seasonal change and weather at various different times. Materials could be linked to a different creative theme throughout the year. Key learning can also be covered as a blocked science unit in its own right to introduce or consolidate learning at other times.

Plants: Common Names and Basic Structure	Animals - Humans	Animals - Other Animals
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <p><b>Notes and Guidance (non-statutory):</b></p> <p>Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted.</p> <p>They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).</p> <p><b>Pupils might work scientifically by:</b></p> <ul style="list-style-type: none"> <li>Observing closely, perhaps using magnifying glasses.</li> <li>Comparing and contrasting familiar plants.</li> <li>Describing how they were able to identify and group them, and</li> <li>Drawing diagrams showing the parts of different plants including trees.</li> <li>Keeping records of how plants have changed over time, for example the leaves falling off trees and buds opening.</li> <li>Comparing and contrasting what they have found out about different plants.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>Recognise that humans are animals.</li> <li>Compare and describe differences in their own features (eye, hair, skin colour, etc.).</li> <li>Recognise that humans have many similarities.</li> </ul> <p><b>Notes and Guidance (non-statutory):</b></p> <p>Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</p> <p><b>Pupils might work scientifically by using their observations to:</b></p> <ul style="list-style-type: none"> <li>Compare and contrast animals (humans) at first hand or through videos and photographs.</li> <li>Using their senses to compare different textures, sounds and smells.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, and including pets).</li> <li>Find out and describe how animals look different to one another.</li> <li>Group together animals according to their different features.</li> <li>Recognise similarities between animals: <ul style="list-style-type: none"> <li>Structure: head, body, way of moving, senses, body covering, tail.</li> </ul> </li> <li>Animals have senses to explore the world around them and to help them to survive.</li> <li>Recognise that animals need to be treated with care and sensitivity to keep them alive and healthy.</li> <li>Animals are alive; they move, feed, grow, use their senses and reproduce.</li> </ul> <p><b>Notes and Guidance (non-statutory):</b></p> <p>Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.</p> <p><b>Pupils might work scientifically by using their observations to:</b></p> <ul style="list-style-type: none"> <li>Compare and contrast animals at first hand or through videos and photographs.</li> <li>Describing how they identify and group them.</li> <li>Grouping animals according to what they eat.</li> <li>Using their senses.</li> </ul>