




























Science Curriculum Mapping – Glenfield Infant School

Year 1	Autumn 1 – Once Upon a Time	Autumn 2 – Let’s go on an adventure!	Spring 1 – London calling	Spring 2 – Southampton and the sea	Summer 1 – Bones	Summer 2 – What a wonderful world!
<b>Outline of unit:</b>	*seasonal changes *plants	❖ *materials	*seasonal changes *plants	*materials *animals including humans (senses)	*seasonal changes *plants	*animals including humans
<b>By the end of the unit the children will know/be able to:</b>	<p><i>By the end of the unit the children will know/be able to:</i></p> <ul style="list-style-type: none"> <li>name the four seasons and identify when in the year they occur</li> <li>describe weather in Autumn and Summer</li> <li>begin to describe other features that change through the year</li> <li>name trees and other plants that they see regularly</li> <li>describe some of the key features of these trees and plants e.g. the shape of the leaves, the colour of the flower/blossom</li> </ul>	<p><i>By the end of the unit the children will know/be able to:</i></p> <ul style="list-style-type: none"> <li>label a picture or diagram of an object made from different materials</li> <li>describe the properties of different materials used in their Glenfield Trail and give reasons for using the items.</li> <li>Can sort objects and materials using a range of properties</li> </ul>	<p><i>By the end of the unit the children will know/be able to:</i></p> <ul style="list-style-type: none"> <li>name the four seasons and identify when in the year they occur</li> <li>describe weather in different seasons over a year</li> <li>describe other features that change through the year</li> <li>name trees and other plants that they see regularly</li> <li>describe some of the key features of these trees and plants e.g. the shape of the leaves, the colour of the flower/blossom</li> <li>point out trees which lost their leaves and those that kept them the whole year</li> </ul>	<p><i>By the end of the unit the children will know/be able to:</i></p> <ul style="list-style-type: none"> <li>say which part of the body is linked to each sense</li> <li>explore objects using different senses</li> <li>describe the properties of different materials</li> <li>choose an appropriate method for testing an object for a particular property</li> </ul> <p><u>Science In stories: Humpty Dumpty   Energising Futures</u> or build ship?</p>	<p><i>By the end of the unit the children will know/be able to:</i></p> <ul style="list-style-type: none"> <li>name the four seasons and identify when in the year they occur</li> <li>describe weather in different seasons over a year</li> <li>describe days as being longer (in time) in the summer and shorter in the winter</li> <li>describe other features that change through the year</li> <li>describe some of the key features of these trees and plants e.g. the shape of the leaves, the colour of the flower/blossom</li> <li>point out trees which lost their leaves and</li> </ul>	<p><i>By the end of the unit the children will know/be able to:</i></p> <ul style="list-style-type: none"> <li>name a range of animals which includes animals from each of the vertebrate groups</li> <li>describe the key features of these named animals</li> <li>label key features on a picture/diagram</li> <li>write descriptively about an animal</li> <li>describe what a range of animals eat</li> <li>play and lead ‘Simon says’ and/or during PE lessons, can follow instructions involving parts of the body</li> <li>label parts of the body on pictures and diagrams</li> </ul>

					<p>those that kept them the whole year</p> <ul style="list-style-type: none"> <li>• Can point to and name the parts of a plant, recognising that they are not always the same e.g. leaves and stems may not be green</li> </ul>	
<p><b>Substantive Knowledge: NC objectives</b></p>	<ul style="list-style-type: none"> <li>• Observe changes across the four seasons.</li> <li>• Observe and describe weather associated with the seasons and how day length varies.</li> <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>	<ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made.</li> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li> <li>• Describe the simple physical properties of a variety of everyday materials.</li> <li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe changes across the four seasons.</li> <li>• Observe and describe weather associated with the seasons and how day length varies.</li> <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>	<ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made.</li> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li> <li>• Describe the simple physical properties of a variety of everyday materials.</li> <li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> <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> </ul>	<ul style="list-style-type: none"> <li>• Observe changes across the four seasons.</li> <li>• Observe and describe weather associated with the seasons and how day length varies.</li> <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>	<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, including pets).</li> </ul>

<p><b>Vocabulary</b></p>	<p>weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, winter, summer, spring, autumn, Sun, sunrise, sunset, day length</p> <p>Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud Names of trees in the local area: <i>holly, sycamore, oak, birch</i> Names of garden and wild flowering plants in the local area <i>daffodil, bluebell, daisy, dandelion, cosmos, pumpkin</i></p>	<p>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</p>	<p>weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, winter, summer, spring, autumn, Sun, sunrise, sunset, day length</p> <p>Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud Names of trees in the local area: <i>holly, sycamore, oak, birch</i> Names of garden and wild flowering plants in the local area <i>daffodil, bluebell, daisy, dandelion, cosmos, pumpkin</i></p>	<p>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</p> <p>senses, touch, see, smell, taste, hear, fingers, skin, eyes, nose, ear, tongue</p>	<p>weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, winter, summer, spring, autumn, Sun, sunrise, sunset, day length</p> <p>Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud Names of trees in the local area: <i>holly, sycamore, oak, birch</i> Names of garden and wild flowering plants in the local area <i>daffodil, bluebell, daisy, dandelion, cosmos, pumpkin</i></p>	<p>head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, <i>Names of animals experienced first-hand from each vertebrate group</i> Parts of the body including those within the school's RSE policy: (Penis, testicles, vagina, vulva, breasts, nipples, bottom)</p>
<p><b>Disciplinary Knowledge: Working Scientifically</b></p>	<p> ask &amp; answer questions</p> <ul style="list-style-type: none"> <li>Raise questions about the world around them and begin to recognise that they can be answered in different ways</li> </ul>	<p> ask &amp; answer questions</p> <ul style="list-style-type: none"> <li>Raise questions about the world around them and begin to recognise that they can be answered in different ways</li> </ul>	<p> ask &amp; answer questions</p> <ul style="list-style-type: none"> <li>Raise questions about the world around them and begin to recognise that they can be answered in different ways</li> </ul>	<p> ask &amp; answer questions</p> <ul style="list-style-type: none"> <li>Raise questions about the world around them and begin to recognise that they can be answered in different ways</li> </ul>	<p> ask &amp; answer questions</p> <ul style="list-style-type: none"> <li>Raise questions about the world around them and begin to recognise that they can be answered in different ways</li> </ul>	<p> ask &amp; answer questions</p> <ul style="list-style-type: none"> <li>Raise questions about the world around them and begin to recognise that they can be answered in different ways</li> </ul>

	 <p><b>observe</b></p> <ul style="list-style-type: none"> <li>Use simple equipment to observe closely (seasonal changes)</li> </ul>	 <p><b>plan &amp; set up enquiries</b></p> <ul style="list-style-type: none"> <li>Perform simple tests</li> </ul>	 <p><b>observe</b></p> <ul style="list-style-type: none"> <li>Use simple equipment to observe closely (seasonal changes)</li> </ul>	 <p><b>plan &amp; set up enquiries</b></p> <ul style="list-style-type: none"> <li>Perform simple tests (materials)</li> </ul>	 <p><b>observe</b></p> <ul style="list-style-type: none"> <li>Use simple equipment to observe closely (seasonal changes)</li> </ul>	
	 <p><b>Measure</b></p> <p>Make simple measurements using non-standard units.. big, small, bigger, smaller, louder, faster, steps, cups, spoons, drops, counting amounts... (plants) Gather and record data to help in answering questions (seasonal changes)</p>	 <p><b>observe</b></p> <p>Use simple equipment to observe closely (seasonal changes)</p>	 <p><b>Measure</b></p> <p>Make simple measurements using non-standard units.. big, small, bigger, smaller, louder, faster, steps, cups, spoons, drops, counting amounts... (plants) Gather and record data to help in answering questions (seasonal changes)</p>	 <p><b>Measure</b></p> <p>Make simple measurements using non-standard units.. big, small, bigger, smaller, louder, faster, steps, cups, spoons, drops, counting amounts... (plants) Gather and record data to help in answering questions (seasonal changes)</p>		
	 <p><b>Gather &amp; record results</b></p> <ul style="list-style-type: none"> <li>Identify and classify (plants)</li> </ul>	 <p><b>Gather &amp; record results</b></p> <ul style="list-style-type: none"> <li>Identify and classify</li> </ul>	 <p><b>Gather &amp; record results</b></p> <ul style="list-style-type: none"> <li>Identify and classify (plants)</li> </ul>	 <p><b>Gather &amp; record results</b></p> <ul style="list-style-type: none"> <li>Identify and classify</li> </ul>	 <p><b>Gather &amp; record results</b></p> <ul style="list-style-type: none"> <li>Identify and classify (plants)</li> </ul>	 <p><b>Gather &amp; record results</b></p> <ul style="list-style-type: none"> <li>Identify and classify</li> </ul>

	 <p>Interpret results</p> <ul style="list-style-type: none"> <li>Use his/her observations and ideas to suggest answers to questions (seasonal changes)</li> </ul>	 <p>Interpret results</p> <ul style="list-style-type: none"> <li>Use his/her observations and ideas to suggest answers to questions</li> </ul>	 <p>Interpret results</p> <ul style="list-style-type: none"> <li>Use his/her observations and ideas to suggest answers to questions (seasonal changes)</li> </ul>	 <p>Interpret results</p> <ul style="list-style-type: none"> <li>Use his/her observations and ideas to suggest answers to questions</li> </ul>	 <p>Interpret results</p> <ul style="list-style-type: none"> <li>Use his/her observations and ideas to suggest answers to questions (seasonal changes)</li> </ul>	 <p>Interpret results</p> <ul style="list-style-type: none"> <li>Use his/her observations and ideas to suggest answers to questions</li> </ul>
<p><b>Link to Forest school</b></p>	<p>Observe changing seasons both in terms of weather and the appearance of plants around them</p>	<p>What materials can we see around us? How are they suited/or not to their purpose (e.g. canopy over campfire, logs to sit on)?</p>	<p>Observe changing seasons both in terms of weather and the appearance of plants around them</p>		<p>Observe changing seasons both in terms of weather and the appearance of plants around them</p>	