



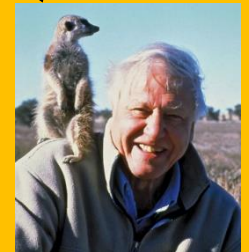
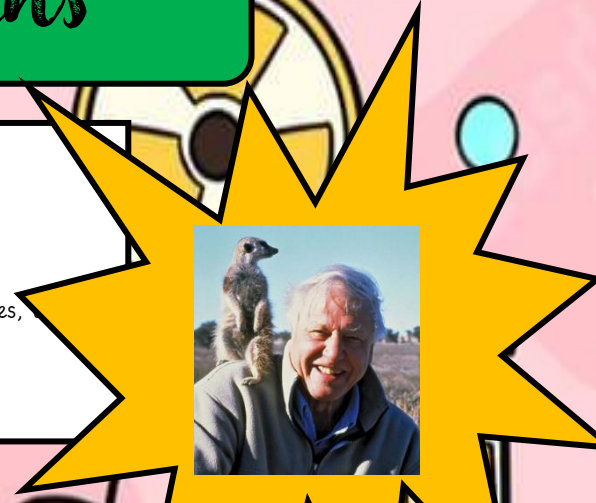
# Spring Vale Primary School: Science Year One



## Topic: Animals Including Humans

### Learning Aims:

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



David Attenborough

Learning Outcomes	Pupils can...
	If children cannot access the majority of the objectives they will be teacher assessed as emerging or developing.
Stage 1 expected	<ul style="list-style-type: none"> <li>• I can name a variety of animals including fish, amphibians, reptiles, birds and mammals.</li> <li>• I can classify and name animals by what they eat (carnivore, herbivore, omnivore.)</li> <li>• I can sort animals into categories including fish, amphibians, reptiles, birds and mammals.</li> <li>• I can sort living and non-living things.</li> <li>• I can name the parts of the human body that I can see.</li> <li>• I can link the correct part of the human body to each sense.</li> </ul>
Stage 1 Exceeding	<ul style="list-style-type: none"> <li>• I can investigate by watching, listening, tasting, smelling and touching.</li> <li>• I can classify animals according to a number of given criteria.</li> <li>• I can point out differences between living and non-living things.</li> <li>• I can say why certain animals have particular characteristics.</li> <li>• I can sort some animals on a simple branching diagram with features such as meat eaters and non-meat eaters; can swim and cannot swim.</li> </ul>

**Wonder Question:**  
Do all animals have a skeleton?



**Investigation Bank:**

- Sense Walk
- Food Group: Poo Investigation

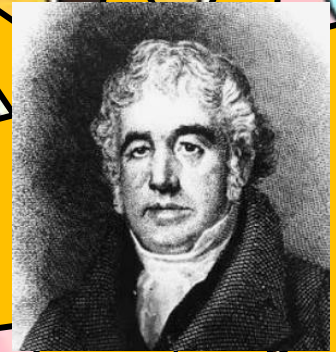
Last Taught:  
Reception



## Topic: Everyday Materials

### Learning Aims:

- 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 based on their simple physical properties.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting, and stretching.



Charles Macintosh

### Learning Outcomes Pupils can...

If children cannot access the majority of the objectives they will be teacher assessed as emerging or developing.

Stage 1  
expected

- I can distinguish between an object and the material it is made from.
- I can describe/explain the materials that an object is made from.
- I can name wood, plastic, glass, metal, water and rock.
- I can describe the properties of everyday materials.
- I can group objects based on the material they are made from

Stage 1  
Exceeding

- I can talk about similarities and differences.
- I can explain what happens to certain materials when they are heated or cooled.



### Wonder Question:

Can I change the shape of plastic?



### Investigation Bank:

- Waterproof materials Investigation.

Last Taught:  
Reception



## Topic: Plants and Seasonal Changes

### Learning Aims:

- Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen.
- Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.



Carl Linnaeus

### Learning Outcomes Pupils can...

If children cannot access the majority of the objectives they will be teacher assessed as emerging or developing.

Stage 1 Expected	<ul style="list-style-type: none"> <li>• I can name a variety of common wild and garden plants.</li> <li>• I can name the petals, stem, leaf and root of a plant.</li> <li>• I can name the roots, trunk, branches and leaves of a tree.</li> <li>• I can observe and comment on the changes in the seasons.</li> <li>• I can name and suggest the type of weather in each season.</li> </ul>
Stage 1 Exceeding	<ul style="list-style-type: none"> <li>• I can sort some plants by those that can be eaten and those that cannot.</li> </ul>

?

Wonder Question:  
What is an evergreen tree?



Investigation Bank:

- Planting a seed.
- Flowering plant observations.

Last Taught:  
Reception