

APS CURRICULUM	SCIENCE	YEAR 1	YEARLY OVERVIEW	
Knowledge, Skills and understanding breakdown				
National Curriculum Links	Materials <i>Autumn Term</i>	Animals Including Humans <i>Spring Term</i>	Plants <i>Summer Term</i>	Physical Processes <i>Ongoing throughout year</i>
Plants Pupils should be taught to: - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - Identify and describe the basic structure of a variety of common flowering plants, including trees. Animals, including humans Pupils should be taught to: - 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 the 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 of	- Can they describe materials using their senses? - Can they describe materials using their senses, using specific scientific words? - Can they explain what material objects are made from? - Can they explain why a material might be useful for a specific job? - Can they name some different materials? - Can they sort materials into groups by a given criteria? - Can they explain how solid shapes can be changed by squashing, bending, twisting and stretching?	- Can they point out some of the differences between different animals? - Can they sort photographs of living things and non-living things? - Can they classify common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates) - Can they describe how an animal is suited to its environment? - Can they name the parts of the human body that they can see? - Can they identify the main parts of the human body and link them to their senses? - Can they name the parts of an animal’s body? - Can they name a range of domestic animals? - Can they classify animals by what they eat? (carnivore, herbivore, omnivore) - Can they compare the bodies of different animals?	- Can they name the petals, stem, leaf and root of a plant? - Can they identify and name a range of common plants and trees? - Can they recognise deciduous and evergreen trees? - Can they describe the parts of a plant (roots, stem, leaves, flowers)? - Can they sort some plants by size?	<i>(non-statutory)</i> Electricity - Can they identify everyday appliances which use electricity? - Can they recognise that electricity is an important source of light? Movement - Can they describe and show how to make something move, e.g. push and pull? Light - Can they identify and name the sources of light? - Can they identify and name sources of light that we can see? - Can they explain what darkness is? - Can they compare sources of light? (brightest, dimmest, darker, lighter) - Can they observe and describe shadows during the day? The Earth And Beyond

the body is associated with each sense. Everyday materials Pupils should be taught to: • 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. Seasonal changes Pupils should be taught to: • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies.		• Can they sort some animals by body covering, e.g, scales, fur and skin?		• Do they know that the sun lights up the Earth? • Can they stay safe when observing the sun? • Can they describe how the sun moves across the sky?
	More Challenging			
	Materials	Animals Including Humans	Plants	Physical Processes
	• Can they describe things that are similar and different between materials? • Can they explain what happens to certain materials when they are heated, eg, bread, ice, chocolate? • Can they explain what happens to certain materials when they are cooled, e.g, jelly, heated chocolate?	• Can they begin to classify animals according to a number of given criteria? • Can they point out differences between living things and non-living things? • Can they name some parts of the human body that cannot be seen? • Can they say why certain animals have certain characteristics? • Can they name a range of wild animals? • Can they sort some animals on a simple branching diagram with features such as meat eaters and non meat eaters; swim and cannot swim?	• Can they name the main parts of a flowering plant? • Can they sort some plants by those that can be eaten and those that cannot?	<i>(non-statutory)</i> Electricity • Can they explain how electricity helps us at home and at school? Movement • Can they describe and explain changes in movement as a result of an action? Light • Can they describe changes in light that result from action/s? • Can they describe how light and temperature are different during the night and day? The Earth And Beyond • Do they know that the sun moves across the sky during the day? • Can they explain why they can't see stars in the day time?

