Autumn 1			
Uses of Everyday Materials	NC Objectives	Overview	Working Scientifically
	• I can distinguish between an object and the material from which it is made. • I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. • I can describe the simple physical properties of a variety of everyday materials. • I can compare and group together a variety of everyday materials on the basis of their simple physical properties.	• Classify objects made of one material in different ways e.g. a group of objects made of metal. • Classify in different ways one type of object made from a range of materials e.g. a collection of spoons made of different materials. • Classify materials based on their properties. • Test the properties of objects e.g. absorbency of cloths, strength of party hats made of different papers, stiffness of paper plates, waterproofness of shelters.	**Identify and classifying** **Performing simple tests** **Observing closely using simple equipment**

Science Long Term Overview- Year 1

Animals Including Humans	Autumn 2		
	NC Objectives	Overview	Working Scientifically
	• I can identify and name a variety of animals including fish amphibians, reptiles, birds and mammals. • I can identify and name a variety of animals that are carnivores, herbivores and omnivores. • I can describe and compare the structure or a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets.) • I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	• Make first-hand close observations of parts of the body e.g. hands, eyes. • Compare two people. • Take measurements of parts of their body. • Compare parts of their own body. • Look for patterns between people e.g. Do people with big hands have big feet? • Classify people according to their features. • Investigate human senses e.g. Which part of my body is good for feeling, which is not? Which food/flavours can I identify by taste? Which smells can I match?	**Identifying and classifying** **Observing closely using simple equipment** **Gathering and recording to help answer questions.**

Plants	Spring 1		
	NC Objectives	Overview	Working Scientifically
	• I can identify and name a variety of common wild and garden plants, including deciduous and ever green trees. • I can identify and describe the basic structure of a variety of common flowing plants, including trees.	• Make close observations of leaves, seeds, flowers etc. • Compare two leaves, seeds, flowers etc. • Classify leaves, seeds, flowers etc. using a range of characteristics. • Make observations of how plants change over a period of time. • When further afield, spot plants that are the same as those in the local area studied regularly, describing the key features that helped them.	**Observing closely using simple equipment** **Classifying and identifying**
	Spring 2		

Science Long Term Overview- Year 1

Uses of Everyday Materials	NC Objectives	Overview	Working Scientifically
	• I can distinguish between an object and the material from which it is made. • I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. • I can describe the simple physical properties of a variety of everyday materials. • I can compare and group together a variety of everyday materials on the basis of their simple physical properties.	• Classify objects made of one material in different ways e.g. a group of objects made of metal. • Classify in different ways one type of object made from a range of materials e.g. a collection of spoons made of different materials. • Classify materials based on their properties. • Test the properties of objects e.g. absorbency of cloths, strength of party hats made of different papers, stiffness of paper plates, waterproofness of shelters.	**Identify and classifying** **Performing simple tests** **Observing closely using simple equipment**

Science Long Term Overview- Year 1

Plants	Summer 1		
	NC Objectives	Overview	Working Scientifically
	• I can identify and name a variety of common wild and garden plants, including deciduous and ever green trees. • I can identify and describe the basic structure of a variety of common flowing plants, including trees.	• Identify plants by matching them to named images. • Make observations of how plants change over a period of time. • When further afield, spot plants that are the same as those in the local area studied regularly, describing the key features that helped them.	**Observing closely using simple equipment** **Classifying and identifying**

	Summer 2		
Animals Including Humans	NC Objectives	Overview	Working Scientifically
	• I can identify and name a variety of animals including fish amphibians, reptiles, birds and mammals. • I can identify and name a variety of animals that are carnivores, herbivores and omnivores. • I can describe and compare the structure or a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets.) • I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	• Make first-hand, close observations of animals from each of the groups. • Compare two animals from the same or different groups. • Classify animals using a range of features. • Identify animals by matching them to named images. • Classify animals according to what they eat.	**Identifying and classifying** **Observing closely using simple equipment** **Gathering and recording to help answer questions**

Seasonal Changes	Ongoing Topic		
	NC Objectives	Overview	Working Scientifically
	• I can observe changes across the four seasons. • I can observe and describe weather associated with the seasons and how day length varies.	• Collect information about the weather regularly throughout the year. • Present this information in tables and charts to compare the weather across the seasons. • Collect information, regularly throughout the year, of features that change with the seasons e.g. plants, animals, humans. • Present this information in different ways to compare the seasons. • Gather data about day length regularly throughout the year	**Observing closely using simple equipment** **Identifying and classifying**

		and present this to compare the seasons.	