



**DARE to Learn Curriculum  
Science**

# Year 1 Knowledge and skills overview:

Topics chosen must cover the following areas: ....

	Year 1 Autumn A	Year 1 Autumn B	Year 1 Spring A	Year 1 Spring B	Year 1 Summer Term
<b>Topic Matters, skills, processes</b>	<b>Up, Up and Away</b> <i>Is there a man in the moon?</i>	Stories around the World <i>What's for Christmas dinner?</i>	<b>Into the Wild</b> <i>What creature has the sharpest teeth?</i>	<b>What a disaster</b> <i>Can baking bread change a city?</i>	<b>There's only one Earth</b> <i>Is plastic fantastic?</i> <b>LOCAL STUDY</b>
<b>Observe over time</b> closely (sometimes using equipment)	Chn to be given an oval shape, chn to look at each other and draw what they can see on their face (mirrors could be used). Chn to include specific details, freckles, eye lashes, eye lid, eyebrow etc. Extension: Do we know why we have these additional features? E.g. To protect our eyes / to help spread moisture across our eye, genetics, from being in the sun.				
<b>Comparative and fair testing</b> Ask simple questions and recognise they can be answered in different ways			Chn to collect a range of leaves, chn are then to identify the features of those leaves. (spikey, colour, round, pointy, smooth) Explore why are leaves different shapes? To help the plant grow, to breathe, warn off predators, to protect other parts of the plant, for balance, to release water etc.	Chn to handle a variety of items made of different materials chn to try to bend, stretch and fold them. <a href="https://www.youtube.com/watch?v=xOKr462HLc0">https://www.youtube.com/watch?v=xOKr462HLc0</a>	



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<p><b>Identifying and classifying</b></p>	<p>Chn to label parts of the body and identify which parts are used for our five senses (possible extension). Chn to think about which parts of our body are most useful to sense something, e.g. we wouldn't feel a soft blanket with our elbow.</p>		<p>Thought shower varieties of plants the chn already know. Picture clues can be given. Chn then to photograph plants (flowering and non-flowering) around the school. Chn to come back and now label the ones they know. Chn to sort animals into groups reptile and non-reptile (pictures or cards with the animal's name printed on). Possible extension: Chn could either write or verbally explain how they know why an animal is a reptile or not. Chn to match speech bubbles to the correct animals "I mostly eat meat" "I only eat plants, fruits or seeds" "I eat meat and plants" "I eat other animals"</p>	<p>Chn to identify items, what materials are they made of? Extension: Why are these objects made with a particular material? Metal scissors to cut through paper, plastic chair – metal wouldn't be comfortable etc. Keys need to be hard wearing and not change shape! <a href="https://www.youtube.com/watch?v=2td5mfgf1OI">https://www.youtube.com/watch?v=2td5mfgf1OI</a> <b>History LINK</b> – Great Fire of London the houses burned easily as they were made of wood, when they were rebuilt brick was used.</p>	
<p><b>Pattern Seeking Gathering and recording data</b></p>	<p>After breaktime every day for two weeks (for each season September – November <b>Autumn</b>) a child is to record the weather on a class chart. Record a reflection from a few chn each day e.g. "The clouds are grey so it might rain later" "It's still like summer but it should be Autumn now" After the two weeks (a class block graph should have been created) chn to write / verbally record statements to go with it "In this season it mostly rained" "We only had a few says of sunshine" "There wasn't any foggy days" <b>Home learning challenge</b> Chn to record what time they get up, is it daylight yet? What time does it get dark in the evening? At bedtime or</p>	<p>After breaktime every day for two weeks (for each season December – February <b>Winter</b>) a child is to record the weather on a class chart. Record a reflection from a few chn each day e.g. "The clouds are grey so it might rain later" "It's still like summer but it should be Autumn now" After the two weeks (a class block graph should have been created) chn to write / verbally record statements to go with it "In this season it mostly rained" "We only had a few</p>		<p>After breaktime every day for two weeks (for each season March-May <b>Spring</b>) a child is to record the weather on a class chart. Record a reflection from a few chn each day e.g. "We haven't had much rain so far" "It should have been sunnier" After the two weeks (a class block graph should have been created) chn to write / verbally record statements to go with it "We need sunshine for the plants to grow" "It's starting to get warmer now"</p>	<p>After breaktime every day for two weeks (for each season June-August <b>Summer</b>) a child is to record the weather on a class chart. Record a reflection from a few chn each day e.g. "We haven't had much rain so far" "It should have been sunnier" After the two weeks (a class block graph should have been created) chn to write / verbally record statements to go with it "We need sunshine for the plants to grow" "It's starting to get warmer now"</p>





	before. LA chn could be given a sheet to circle yes or no. Chn could make rain gauges and measure the rain to compare with other seasons. Do taller people have bigger hands and feet?	says of sunshine" "There wasn't any foggy days"			
Researching using <b>secondary sources</b>			Chn to label the parts of a plant (stem, root, petal, leaf, flower) based on knowledge gained in Yr R or prior knowledge. Chn to then either write or verbally explain what each parts role is. Chn could match statement of purpose to the plant part. "This part of the plant anchors it to the ground"  Research, what are the animals at the zoo fed? Does this make them a carnivore, herbivore or an omnivore? (Marwell Trip)		Research food packaging (different materials) discuss why they differ, which are best? Which are best for our environment?  Watch a clip looking at sea pollution, what materials are being found in our seas and oceans? How did they get there?
<b>Key Scientific Vocabulary</b> - discuss and remember and embed.	Season, temperature, weather, evergreen, deciduous, day length, morning, night, sun rise, sun set, dawn, dusk, autumn, cloudy, drizzle, overcast.	Season, temperature, weather, day length, morning, night, sun rise, sun set, dawn, dusk, autumn, cloudy, drizzle, overcast.	Vertebrate, hair, feathers, spine, tails, fins, beak, carnivore, herbivore, omnivore,	Wood, plastic, glass, metal, water, rock, brick, paper, card, rubber, fur, fleece, cotton, wool, polyester, cotton wool. Names of common objects made from these materials e.g. door, building block, window, pencil sharpener, teddy etc. Properties of materials soft, hard, rough, smooth, stretchy, stiff, shiny, dull, flexible, waterproof, absorbent, opaque, transparent, translucent.	Recycling, recyclable, material, property, weather, day length, environment, carbon footprint, global warming, pollution. Spring, summer, autumn, winter, day, night, light, dark, sunrise, sunset, sun, rain, snow, hail, precipitation, wind, cloud, cloud cover.

**NB** you will not necessarily have entries in every box for every topic. Not all skills will be covered in all topics. However, each skill/process should be visited at least twice in a key stage and approached at a higher level in the later visit.



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