



**DARE to Learn Curriculum**  
**Science Skills Progression**  
**Year 1 Spring A**

Question to explore...	What's growing in Mr McGregor's garden?
	Scientific Coverage
<b>NC Coverage</b>	<ul style="list-style-type: none"> <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> <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>
<b>Observe</b> closely and/or <b>over time</b> (sometimes using equipment)	
<b>Comparative</b> and fair <b>testing</b> Ask simple <b>questions</b> and recognise they can be <b>answered in different</b> ways	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Identifying</b> and <b>classifying</b>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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"</li> </ul>
<b>Pattern Seeking</b> <b>Gathering</b> and <b>recording</b> data	
Researching using <b>secondary sources</b>	<ul style="list-style-type: none"> <li>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"</li> <li>Research, what are the animals at the zoo fed? Does this make them a carnivore, herbivore or an omnivore? (Marwell Trip)</li> </ul>
<b>Key Scientific Vocabulary</b> - discuss and remember and embed.	Vertebrate, hair, feathers, spine, tails, fins, beak, carnivore, herbivore, omnivore,



**D**ILLIGENCE **A**SPIRATIONAL **R**ESILIENCE **E**NTHUSIASIM

