



## Vocabulary, Skills and Knowledge

Subject: Science

Year: 1

Curriculum leads: Mrs Barlow/Mrs Wakefield

### Vocabulary

I can understand and use these words:

seasons	Summer	Autumn	Winter	Spring
rain	fog	snow	clouds	ice
hot	cold	temperature	weather	night
day	fish	mammal	amphibian	reptile
bird	carnivore	herbivore	omnivore	claw
beak	wings	fin	tail	scales
taste	touch	sight	hearing	smell
object	material	property	physical	soft
hard	stretchy	stiff	shiny	dull
rough	smooth	bendy	waterproof	absorbent
opaque	transparent	deciduous	evergreen	plant
flower	tree	trunk	branches	roots
leaf/ leaves	stem	petals	seed	fruit

### Working Scientifically (Yr 1 with support)

Skills: I can:

Ask simple questions.	Observe closely, using a magnifying glass	Perform simple tests, that have been designed with an adult
Identify and classify by sorting objects into given groups and naming them	Use my observations and ideas to suggest answers to questions	Gather and record data on a given data collection sheet

### Seasonal changes

<u>Skills:</u> I can:	
Describe the daily weather (during one focus weather week).	Say what the season is and how I know this.
Talk about day and night.	Talk about how the length of the day and night changes with the seasons.

<u>Knowledge</u> I know:	
The names and order of the four Seasons: Spring, Summer, Autumn and Winter.	The animals we might see in each of the seasons (hibernation)
The weather associated with the four seasons.	How the seasons affect my daily life - activities, clothing
How a tree changes across the seasons, including planting and harvest associated with the seasons.	

### Seasonal changes (Greater Depth)

Sc1/4.1a observe changes across the 4 seasons	Sc1/4.1b observe and describe weather associated with the seasons and how day length varies.
I can name and order the seasons	I know that the weather in another country at the same time of year might be very different from the weather in the UK
I know that the seasons affect some plants and animals (e.g. hibernation, migration, plant growth)	I know the animals we might see in each of the seasons (hibernation)
I can explain the effect the changing seasons has on my own life (e.g. playing outside, clothing, activities) Animals including humans	I know how a tree changes across the seasons, including planting and harvest associated with the seasons.
	I can say what the season is now and how I know this I can say something that happens in each season (e.g. "my birthday is in Spring", Christmas is in Winter)
	I can say which months are associated with each season



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### Animals including humans

Skills: I can:	
Sort animals into types: mammal, bird, reptile, fish, amphibian (see list below)	Compare / sort animals by what they eat.
Identify, compare and sort different animals using their features (see list below)	Describe and compare some basic features of different animals
Use observational skills to compare animals.	Label basic human body parts
Name the five senses in humans (sight, hearing, smell, taste, touch)	Locate the body part associated with each sense.

Knowledge I know:	
The name of different common animals including examples of fish, amphibians, reptiles, birds and mammals. (see below)	What some animals eat and can use the appropriate vocab (carnivores, herbivores and omnivores).
The observable features of animals from a range of groups.	The names of parts of the human body including those relating to the senses and their location.

<p><b>Animal classification list:</b>            Mammals - human, dog and other mammals linked to your topic book (e.g. jungle / African / Woodland)            Reptiles - snake, turtle, crocodile, lizard            Amphibians - frog, toad, newt            Birds - owl, seagull, robin, eagle, penguin            Fish - shark, clownfish, cod, salmon, tuna</p>	<p><b>Animal features for labelling:</b>            General - head, body, eyes, mouth            Human - head, face, eyes, ears, nose, mouth, hair, arms, legs, hands, fingers, feet, toes, shoulders, elbows, knees, stomach, neck            Fish - fin, gills, tail, scales            Mammals - fur / skin, ears, nose, legs (arms), paws / feet / hooves, (tail)            Birds - feathers, beak, wings, claws            Amphibians - skin            Reptiles - scales, tail</p>
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### Animals including humans (Greater Depth)

Sc1/2.2a identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals	Sc1/2.2b identify and name a variety of common animals that are carnivores, herbivores and omnivores	Sc1/2.2c describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)	Sc1/2.2d identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
<p>I know that all animals can be grouped into one of six groups (fish, birds, mammals, reptiles, amphibians and invertebrates)</p> <p>I can name common animals in each of the groups (fish, amphibians, reptiles, birds and mammals)</p> <p>I can identify some similarities and differences between animals in the five vertebrate groups (e.g. all mammals produce milk, all birds have feathers)</p> <p>I know that some vertebrates are cold blooded and some are warm blooded</p>	<p>I can use the appropriate vocab (carnivores, herbivores and omnivores) correctly</p> <p>I can classify an animal as being a carnivore, herbivore or omnivore by describing what it eats</p> <p>I can classify an animal as being a carnivore, herbivore or omnivore by describing what it eats</p> <p>I know that herbivores are often prey for carnivores</p> <p>I have some understanding of the terms predator and prey</p> <p>I know /can explain some of the key features that make an animal belong to a category (e.g. all fish have fins, all mammals have hair/fur, all birds have wings...)</p>	<p>I know /can explain some of the key features that make an animal belong to a category (e.g. all fish have fins, all mammals have hair/fur, all birds have wings...)</p>	<p>I can name more parts of the human body, including some internal organs (e.g. brain, heart, lungs, skeleton, muscles, intestines)</p> <p>I can explain in simple terms the function of some human body parts.</p> <p>I can talk about why the senses are important to humans (and other animals)</p> <p>I can describe what it would be like for a human if one of their senses did not function (e.g. loss of sight / hearing)</p>



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### Everyday Materials

Skills: I can:	
I can name a variety of objects and say what material it is made from (wood, metal, fabric, glass, plastic)	Identify / sort objects according to their material
Describe the physical properties of materials	Group materials (objects) based on their physical properties

Knowledge I know:	
The different materials including wood, plastic, glass, metal, water and rock.	The difference between natural and man-made materials
The meaning of the vocabulary to describe physical properties of materials.	

<u>Properties of materials:</u> bendy / not bendy ( <b>rigid</b> ) smooth / rough see-through / not see-through ( <b>transparent / opaque</b> ) soft / hard waterproof absorbent shiny / dull stretchy
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### Everyday Materials (Greater Depth)

Sc1/3.1a distinguish between an object and the material from which it is made	Sc1/3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock	Sc1/3.1c describe the simple physical properties of a variety of everyday materials	Sc1/3.1d compare and group together a variety of everyday materials on the basis of their simple physical properties
	I can suggest a material that could be used to make an object	I can use more complex adjectives to describe (e.g. waterproof, transparent, opaque, absorbent, flexible, rigid)	I can group materials (objects) based on their physical properties and explain my sorting.  I can sort a collection of objects using more than one physical property (e.g. smooth and shiny, rough and hard)  I know the difference between natural and man-made materials

### Plants

Skills: I can:	
I can name a variety of plants	I can identify the difference between deciduous and evergreen trees.
I can name the main parts of a flowering plant.	I can name the main parts of a tree.

Knowledge I know:	
The names of different plants in the local environment.	The structure of a flowering plant and the names of its parts.
The type (evergreen / deciduous) and structure of a tree and the names of its parts.	

<u>Flowering plants:</u> Rose, daffodil, dandelion, tulip, snowdrop, buttercup, daisy, pansy, poppy,
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### Plants (Greater Depth)

Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees
I can identify a large number of common wild and garden plants including deciduous and evergreen trees  I can explain the difference between deciduous and evergreen trees  I can group common plants and trees and justify their groupings  I can match flowers or fruits to plants or trees (e.g. conker to horse chestnut, blackberry to bramble, apple to apple tree)	I can explain in simple terms what each part of a plant does  I can name other parts of a plant (seeds, stones, stamen, stigma, petals)  I can name some plants that we eat (e.g. salad, potatoes, variety of fruit, vegetables)  I can identify the part of the plant that we eat (e.g. lettuce = leaves, tomato = fruit, carrot = roots, cauliflower = flower) (GD)