

Science Progression Grid Class 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Animals including humans (1)	Seasons – Autumn and Winter (1)	Materials (1)	Plants (1)	Seasons – Spring and Summer (1)	Scientists and Inventors (1)
<p>What do we want children to know and remember? (Knowledge, skills and vocab – minimum vocabulary is shown in bold, minimum learning highlighted in yellow)</p> <ul style="list-style-type: none"> • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals; (frogs, newts, goldfish, carp, snake, lizard, seagull, robin, human, dog, whale, shark) • 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); (fur, warm blooded, cold blooded, invertebrate, vertebrate) • identify, name, draw and label the basic parts of the human body and say which 	<p>What do we want children to know and remember? (Knowledge, skills and vocab – minimum vocabulary is shown in bold, minimum learning highlighted in yellow)</p> <ul style="list-style-type: none"> • observe and describe changes across 2 seasons (Autumn and Winter); • observe and describe weather associated with the seasons and how day length varies – and links to night (warmer, colder, degrees celsius, thermometer, day light, darker, longer, shorter) 	<p>What do we want children to know and remember? (Knowledge, skills and vocab – minimum vocabulary is shown in bold, minimum learning highlighted in yellow)</p> <ul style="list-style-type: none"> • 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; (hard, soft, cold, warm, rough, smooth, heavy, light) • compare and group together a variety of everyday materials on the basis of their simple physical properties. (waterproof/not waterproof, absorbent/not absorbent) 	<p>What do we want children to know and remember? (Knowledge, skills and vocab – minimum vocabulary is shown in bold, minimum learning highlighted in yellow)</p> <ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees; (roses, grass, bluebells, nettles, conifer, birch) • identify and describe the basic structure of a variety of common flowering plants, including trees. 	<p>What do we want children to know and remember? (Knowledge, skills and vocab – minimum vocabulary is shown in bold, minimum learning highlighted in yellow)</p> <ul style="list-style-type: none"> • observe and describe changes across 2 seasons (Spring and Summer); • observe and describe weather associated with the seasons and how day length varies – and links to night (warmer, colder, degrees celsius, thermometer, day light, darker, longer, shorter) 	<p>What do we want children to know and remember? (Knowledge, skills and vocab – minimum vocabulary is shown in bold, minimum learning highlighted in yellow)</p> <p>This unit will teach the children about famous scientists and inventors linked to the year 1 science curriculum.</p> <p>To revisit and reinforce vocabulary and learning from the year through the introduction of a scientist/invention to ensure children know and remember</p> <ul style="list-style-type: none"> • about the invention of lego and ear muffs. • the work of animal scientists such as vets, zoo keepers • to know how to collect data when finding out about horticulturists and meteorologists.

part of the body is
associated with each sense.
(touch, smell, sight, taste,
hearing)