



Science

Year 1: Autumn 1: Topic 1- Who am I?

National Curriculum: Animals Including Humans

Subject Cultural Capital = understanding subject vocabulary/applying science K & S to different situations
Differentiation= see weekly planning for exceeding, emerging & SEND (please see SEND pupils' IEP's)
Minimum expectations to check for understanding during lessons= targeted questioning/mini whiteboards/peer talk/self-assessment
Long term memory development= LAST, LAST, LAST linked to the WALT
Literacy & Numeracy development= see vocabulary banks and vocabulary linked to each lesson/for numeracy see working scientifically column below
In KS1 only= Pupils are entitled to two 45min lessons per week

Term	Week 2 lessons per week	National Curriculum Statement	WALT	Resources/Use all or some of the following activities to cover this objective	NC/Working scientifically skills developed in the activities	Switched on Science Teacher's Guide reference	Switched on Science resources	Vocabulary
Autumn Term: Topic 1 - Who am I?	1	Identify, name, draw and label the basic parts of the human body.	1a. walt: brainstorm what pupils know about animals, including humans 1b) walt: identify the basic parts of the human body	1. My body apron.	Gather and record data to help in answering questions. Observe closely, using simple equipment.	Pages 10-12	Activity Resource 1.4	backbone / chin / ears / elbow / eye socket / eyes / fingers / foot / feet / head / hear / hearing / hip / human / joints / knee / leg / neck / nose / ribs / see / senses / sight / smell / spine / taste / thigh / toes / tongue / touch /vertebrae / wrist
Autumn Term: Topic 1 - Who am I?	2	Identify, name, draw and label the basic parts of the human body. Observe closely, using simple equipment.	2a)walt: identify and name bones in our body 2b) walt: observe what we have in common with a human graph	2. Dog biscuit skeleton 4. The tallest person.	Use observations and ideas to suggest answers to questions	Page 12		spine, ribs, skull, hips, knee caps, backbone, joints

							hair, ears, nose and tongue, ankle, wrist	
Autumn Term: Topic 1 - Who am I?	3	Say which part of the body is associated with each sense. Identify and name a variety of common garden plants.	3a) walt: understand that we use our nose to smell 3b) walt: use our sense of smell to identify common garden plants 1. Smell table. 2. Smell pots. 3. Stinky socks. 4. Smelly herbs. 5. Smells outdoors.	Using their observations and ideas to suggest answers to questions. Observe closely.	Pages 13-15	Activity Resource 1.5	Senses nose Smell Sense of smell Oregano basil Mint chives parsley	
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Autumn Term: Topic 1 - Who am I?	4	Say which part of the body is associated with each sense	4a) walt: understand we use our mouth to taste 4b)walt: gather and record data to show different sense of taste 1. What's that taste? 2. Favourite tastes. 3. Tricking our taste buds.	Gather and record data to help in answering questions. Performing simple tests. Using their observations and ideas to suggest answers to questions.	Page 16	Activity Resource 1.5	Taste Sense of taste Senses Tongue Taste buds Sweet Sour Bitter	
Autumn Term: Topic 1 - Who am I?	5	Say which part of the body is associated with each sense. Describe and compare the structure of a variety of common animals	5a) walt: understand we use our eyes to see 1. My eyes. 2. Why are eyes important? 3. Senses without	Gather and record data to help in answering questions. Observe closely, using simple equipment.	Pages 17 -18 Pages 19-20		Eyelid Eyelash Pupil Iris Eyes Sight Sense	

			5b) identify different animals by the structure of their eyes	sight. 4. What is it? 5 Match the eyes.	Describe and compare the structure of a variety of common animals.			
Autumn Term: Topic 1 - Who am I?	6	Say which part of the body is associated with each sense. Describe and compare the structure of a variety of common animals. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.	6a) walt: use our hands to develop a sense of touch 6b) walt: use our sense of touch to identify and name materials	1. Using my hands 2. Naming parts of my hands 3. Feely picture 4. Which is best?	Observe closely, using simple equipment Describe and compare a variety of materials including wood, plastic, glass, metal water and rock	Pages 20-21		hands finger tips thumb nails knuckles palm little finger
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Autumn Term: Topic 1 - Who am I?	7	Say which part of the body is associated with each sense. Describe and compare the structure of a variety of common animals. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.	7a) walt: use our ears to develop our sense of hearing	1. Using our ears to hear 2. Where is the sound? 3. Match the sound	Gather and record data to help in answering questions. Observe closely, using simple equipment.	Pages 22-25		Hearing Ear Sense of hearing High Low
Assessment		Smelly Herbs Sensing without sight				Pages 15 and 18		



Science

Year 1: Autumn 2: Topic 2-Celebrations

National Curriculum: Animals Including Humans/Everyday Materials/Plants

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Autumn Term: Topic 2 -Celebrations	1	Say which part of the body is associated with each sense.	1a) walt: brainstorm what do we know about sense 1b) walt: say which sense is used with which part of the body 1c) walt: use observations to raise and answer questions	1. Introducing candles. 2. Observing a candle. 3 Bright, Brighter, Brightest.	Observing closely. Use their observations and ideas to suggest answers to questions. Identify and classify	Pages 28 - 29		Sense Senses Sense of hearing Sense of sight Sense of smell Sense of touch Sense of taste Bright illuminate Brightest Brighter Mouth Tongue Ear Eyes Hands nose
Autumn Term: Topic 2 -Celebrations	2	Describe the simple physical properties of a variety of everyday materials. Distinguish between an object	2a) walt: know which materials make	4. In the dark, dark, cave. 1. Shadow shapes. 2. Hand shadows.	Using their observations and ideas to suggest answers to	Pages 30 - 31	Activity Resource 2.1	bark / battery / bright / bulb / candle / cool

		and the material from which it is made.	different shadow effects 2b) walt: identify which material the object used is made from	3. Make a shadow puppet play.	questions. Perform simple tests.			/ dark / dull / fast / flame // slow / solid / texture / torch / wax / wick /light
Term	Week 2 lessons per week	National Curriculum Statement	WALT	Resources/Use all or some of the following activities to cover this objective	NC/Working scientifically skills developed in the activities	Switched on Science Teacher's Guide reference	Switched on Science resources	Vocabulary
Autumn Term: Topic 2 -Celebrations	3	Describe the simple properties of a variety of everyday materials.	3a) walt: say which material is best suited 3b) walt:explain why we are using the material	1. Bottle top clackers. 2. Kazoo. 3. Ice cube tray xylophone	Perform simple tests Communicating Discussing what has been observed and recorded Assessing Reading and spelling simple scientific terms	Pages 32 - 33	Activity Resources 2.2, 2.3, 2.4	source: reflect translucent: transparent: shadow: light source surface sound: sound: vibration: loud high pitch low
Autumn Term: Topic 2 -Celebrations	4	Describe the simple properties of a variety of everyday materials.	4a) walt: compare and explain why choose that material	4. Tin can drums.	Perform simple tests. Assessing	Page 33	Activity Resource 2.5	Compare Similar Different properties

					<p>Reading and spelling simple scientific terms</p> <p>Sorting</p> <p>Sorting and grouping</p> <p>Using a Venn diagram</p>			
Autumn Term: Topic 2 -Celebrations	5	Identify and describe the basic structure of a variety of common flowering plants.	<p>5a)Walt: know that the fruits and vegetables given come from plants and can name parts of plants</p> <p>5b) walt:know which ingredients come from plants and can name parts of plants</p>	1. Which part of the plant is it? Charoset.	<p>Researching</p> <p>Finding out about scientific ideas</p> <p>Assessing</p> <p>Reading and spelling simple scientific terms</p>	Pages 34 - 35	Activity Resources 2.6, 2.7	<p>flower / fruit / high / hot / leaf / leaves / mirror / observe / plant / quiet / root / senses / shoot</p>
Autumn Term: Topic 2 -Celebrations	6	Identify and describe the basic structure of a variety of common flowering plants. Say which part of the body is associated with each sense.	<p>6a) walt: say which sense is used with which part of the body</p> <p>7a) make and record a range</p>	<p>3. Chinese spring rolls.</p> <p>4. Stuffed dates</p> <p>5. A Christingle</p>	<p>Observing</p> <p>Observing using simple equipment, noticing patterns and relationships</p> <p>observe carefully using simple</p>	Pages 35 - 36	Activity Resources 2.8, 2.9, 2.10	Autumn Winter Season

of observations
about the tree
(Autumn and
Winter)

equipment.
collect
information to
help answer a
question

Weather: hot, warm,
mild, cold sunny,
cloudy rain, sleet,
misty, snow, hail,
thunder, lightning,
rainbow, wet, damp,
dry, windy, breezy,
gust

Seasonal change
Environment
Compare
Similarities
Differences
Non-standard
measurements
in
observations,
e.g.
temperature.

7

. Observe changes across the
four seasons



Science

Year 1: Spring 1: Topic 3-Polar Places

National Curriculum: Animals Including Humans/Everyday Materials

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Spring Term: Topic 3 Polar Places	1	Describe the simple physical properties of a variety of everyday materials. Describe the simple physical properties of a variety of everyday materials.	1a) walt: brainstorm what do we know about Polar Places 1b) choose the items according to the materials and their properties	<ol style="list-style-type: none"> 1. Polar Places 2. WHAT DO WE NEED? PLANNING A POLAR ADVENTURE 3. Home-school activity 	Identify and classify. Ask simple questions and recognise that they can be answered in different ways.	Pages 40 - 42	Activity Resource 3.2	adventurer / Antarctic / Arctic / clothes / cold / explorer / freeze / frozen / ice / icebergs / North Pole / snow / South Pole / warm / waterproof / weather

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Spring Term: Topic 3 Polar Places	2	Describe the simple physical properties of a variety of everyday materials. Describe the simple physical properties of a variety of everyday materials.	2a) Walt: identify, name and classify different materials into groups using their senses 2b) walt: know properties such as stretchy, bendy, waterproof	5. What to wear? 6. Which material? 7. Investigate! Gloves.	Identify and classify. Ask simple questions and recognise that they can be answered in different ways. Perform simple tests. Use their observations and ideas to suggest answers to questions.	Pages 42 - 43	Activity Resource 3.3	clothes / cold / freeze / frozen / ice / icebergs / warm / waterproof / weather
Spring Term: Topic 3 Polar Places	3	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals	3a) name a range of animals and can talk about obvious features	1. Adopt an animal. 2. Am I an herbivore, carnivore or omnivore?	Communicating Discussing what has been observed and recorded	Pages 45- 46	Activity Resource 3.4	carnivore / herbivore / North Pole / omnivore / penguin / polar bear / sea lion / seal / snow / South Pole /

		(fish, amphibians, reptiles, birds and mammals, including pets). Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	3b) sort animals into carnivore, herbivore and omnivore and can say what each animal eats		Sorting Sorting and grouping Using a venn diagram			
Spring Term: Topic 3 Polar Places	4	Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	4a) WALT: explain why animals are carnivores, herbivores and omnivores	4. The Big Frieze. 4. Camouflage	Perform simple tests. Gather and record data to help in answering questions.	Pages 46 - 47		carnivore / herbivore / North Pole / omnivore / penguin / polar bear / sea lion / seal / snow / South Pole
Term	Week 2 lessons per week	National Curriculum Statement	WALT	Resources/Use all or some of the following activities to cover this objective	NC/Working scientifically skills developed in the activities	Switched on Science Teacher's Guide reference	Switched on Science resources	Vocabulary
Spring Term: Topic 3 Polar Places	5	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	5a) Walt: identify a range of polar animals and talk about carnivores, omnivores and herbivores	5. Polar Documentary	Communicating Discussing what has been observed and recorded	Page 48		carnivore / herbivore / North Pole / omnivore / penguin / polar bear / sea lion / seal / snow / South Pole
Spring Term: Topic 3 Polar Places	6	Working scientifically And assessment	6a) talk about the changes they observed	1. Warm me up. 2. Soup 2. Porridge	Observing closely using simple equipment. Use their observations and ideas to suggest	Pages 49 - 50		Vegetables Vitamins Sort Observe

			when the soup mix was added	answers to questions			
Spring Term: Topic 3 Polar Places				Observing closely using simple equipment. Use their observations and ideas to suggest answers to question	Page 50		
Assessment		Investigate gloves, The big frieze			Pages 43 and 46		



Science

Year 1: Summer 1: Topic 4-Plants and Animals Where We Live National Curriculum: Animals Including Humans/Plants

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Summer Term: Topic 4 - Plants and animals where we live.	1	Identify and name a variety of common wild and garden plants, and deciduous and evergreen trees. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	1a) walt: brainstorm what pupils know about Plants and animals 1b) walt: use identification sheets to identify plants 1c) walt: name the tree, its parts and know	1. Which plants and animals live here? 2. What's my name?	Observe closely, using simple equipment. Identify and classify. Use observations and ideas to suggest answers to questions.	Page 54	Activity Resource 4.1	flowers: plant: stem: tree: buds // identify / leaves / live / nest / plants / sort / tree / twigs

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Summer Term: Topic 4 - Plants and animals where we live.	2	Identify and name a variety of common wild and garden plants, and deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Observe changes across the four seasons.	2a) walt: make and record a range of observations about the weather across two seasons (summer and spring)	3. Adopt a tree.	Observe closely, using simple equipment. Identify and classify. Use observations and ideas to suggest answers to questions. Observe changes across the four seasons.	Pages 55 - 56	Activity Resources 4.2 and 4.3	Summer Spring Season Weather: hot, warm, mild, cold sunny, cloudy rain, sleet, misty, snow, hail, thunder, lightning, rainbow, wet, damp, dry, windy, breezy, gust Seasonal change Environment Compare Similarities Differences standard measurements in observations, e.g. temperature.
Summer Term: Topic 4 - Plants and animals where we live.	3	Identify and name a variety of common wild and garden plants, and deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.	3a) walt: identify the name of the tree that the leaf came from	4. Leaves	Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple	Page 56		flowers: plant: stem: tree: buds // identify / leaves / live /

			3b) walt: decide whether a tree is deciduous or coniferous		equipment. Identify and classify			nest / plants / sort / tree /
Summer Term: Topic 4 - Plants and animals where we live.	4	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).	4a) walt: describe features of birds 4b) walt: identify birds and record observations using a tally chart.	1. Birdwatching	Researching Finding out about scientific ideas Observing Observing using simple equipment, noticing patterns and relationships	Page 58	Activity Resource 4.4	Animal birds: flowers: mammal: plant: reptile: vertebrates stem: tree: / live / nest / plants / sort / tree / twigs
Term	Week 2 lessons per week	National Curriculum Statement	WALT	Resources/Use all or some of the following activities to cover this objective	NC/Working scientifically skills developed in the activities	Switched on Science Teacher's Guide reference	Switched on Science resources	Vocabulary
Summer Term: Topic 4 - Plants and animals where we live.	5	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	5a)walt: describe features of birds that help them use the bird feeder they have made 5b) walt: identify birds	2. Making bird feeders	Identify and classify. Gather and record data to help in answering questions.	Page 56	Activity Resource 4.4	Animal birds: flowers: mammal: plant: reptile: vertebrates stem: tree: / live / nest / plants / sort / tree / twigs

			and record observations using a tally chart				
Summer Term: Topic 4 - Plants and animals where we live.	6	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	6a) wait: ask questions, to identify animals and use a tally charts to record findings Assessment 3. Which group does the animal belong to?	Identify and classify.	Page 60		
Assessment			3. Which group does the animal belong to?		Page 60		



Science

Year 1: Spring 2: Topic 5-On Safari

National Curriculum: Animals Including Humans

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Spring Term: Topic 5 - On Safari.	1		1a) walt: brainstorm what do we know about Animals on Safari 1b) walt: talk about parts of the body of an animal	1. Organising safari backpacks. 2. We are going on safari.	Observe closely, using simple equipment.	Pages 64 - 65	Activity Resource 5.1	abdomen / antennae / detritivore / exoskeleton / eyes / food head / key / legs / sections / thorax /
Spring Term: Topic 5 - On Safari.	2	Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).	2a) walt: identify invertebrates and say what they have in common 2b) walt: identify invertebrates and say how they move	1. Organising safari backpacks. 2. We are going on safari.	Observe closely, using simple equipment.	Pages 64 - 65	Activity Resource 5.1	abdomen / antennae / detritivore / exoskeleton / eyes / food chain / head / insect / invertebrate / thorax I common

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Spring Term: Topic 5 - On Safari.	3	Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).	3a) walt: compare the structure between two animals	1. Observing invertebrates	Observe closely, using simple equipment. Identify and classify.	Pages 66 - 67		vertebrate
Spring Term: Topic 5 - On Safari.	4	Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).	4) walt: use observations to identify and classify animals	1. Observing invertebrates	Observe closely, using simple equipment. Identify and classify.	Pages 66 - 67		Classify In common
Spring Term: Topic 5 - On Safari.	5	Observe changes across the four seasons.	5a) walt: raise questions relating to animals on safari	2. Asking questions	Ask simple questions and recognise that they can be answered in different ways.	Pages 67-68		What? Where? How? Why?
Spring Term: Topic 5 - On Safari.	6	Observe changes across the four seasons.	6a) make and record a range of observations about the tree (spring and Winter)	3. Answering our questions	Ask simple questions and recognise that they can be answered in different ways.	Page 68		Winter Spring Season Weather: hot, warm, mild, cold sunny, cloudy rain, sleet, misty, snow, hail, thunder, lightning, rainbow, wet, damp, dry, windy, breezy, gust Seasonal change Environment Compare Similarities Differences Non-standard measurements temperature.
Assessment						Pages 66 - 67 and Page 68		



Science

Year 1: Summer 2 Topic 6-Holiday

National Curriculum: Everyday Materials/Animals including Humans

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Summer Term: Topic 6 - Holiday	1	Distinguish between an object and the material from which it is made. Compare and group together a variety of everyday materials on the basis of their simple physical properties.	1a) walt: brainstorm what do we know about everyday materials 1b) walt: group items linked to properties such as waterproof	1. Packing a case. 2. Sun safety.	Identify and classify. Observe closely, using simple equipment. Perform simple tests. Use observations and ideas to suggest answers to questions	Pages 72 - 73		habitat biologist: pollution: sunburn:: animals / banded wedge shell/ beach / cockle / fish / habitat / limpet / mussel / periwinkle shell / pollution/ protect/ razor

								clam / recycle / rock pool / rubbish / sand / sea / shell / shell crab /Sun / sunglasses / sunscreen / turtles
Term	Week 2 lessons per week	National Curriculum Statement	WALT Resources/Use all or some of the following activities to cover this objective	NC/Working scientifically skills developed in the activities	Switched on Science Teacher's Guide reference	Switched on Science resources	Vocabulary	
Summer Term: Topic 6 - Holiday	2		2a) walt: carry out a simple test, and use observations to say what happened 2b) walt: carry out a simple test, and use observations to say what happened	3. Keeping cool	Observe closely, using simple equipment. Perform simple tests. Use their observations and ideas to suggest answers to questions.	Page 74		
Summer Term: Topic 6 - Holiday	3	Describe the simple physical properties of a variety of everyday materials.	3a)walt: name which materials they used for their sunglasses	4. Sunglasses	Perform simple tests. Use their observations and ideas to suggest answers to questions	Pages 74-75		

			3b) walt: explain how they changed what they saw					
Summer Term: Topic 6 – Holiday	4	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	4a) talk about the main features (structure) of different animals 1. Marine biologist. 2. Identify marine and seashore animals. 3. Marine animal puppets		Gather and record data to help in answering questions.	Pages 76- 77		Walking legs Antennae Chillpedes-crab eye
Summer Term: Topic 6 - Holiday	5	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).	5a) talk about where animals live (habitat) 5b) identify different shells and sort them into groups 4. Classroom rock pool. 5 Seashells		Sorting Sorting and grouping Using a venn diagram Assessing Reading and spelling simple scientific terms	Page 78	Activity Resource 6.5	Banded wedge shells limpet Mussel shells Periwinkle shells Razor Common cockle shell
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Summer Term: Topic 6 - Holiday	6	Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials including wood,	6a) Walt : identify and sort according to the material 1. Messy humans		Sorting Sorting and grouping Using a venn diagram	Pages 79-80		

		plastic, glass, metal, water and rock	objects are made from Assessment	Assessing Reading and spelling simple scientific terms			
	7	Observe changes across the four seasons.					
Assessment			4. Classroom rock pool and 1. Messy humans		Page 78 and pages 79-80		