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| **Pendeen SCIENCE SCOPE, CONTENT and SEQUENCING Year B KEY STAGE 1** |
| Year Group: 1 / 2 | Half term: Autumn term 1YEAR B | SCOPE: Animals including Humans | CONTENT / INTENT: 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) |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **EYFS –** Pupils should be able to show care and concern for living things and be able to identify common animals such as dogs, cats, cows and pigs. | LO: To be able to classify animals | LO: to be able to identify vertebrates and invertebrates | LO: to be able to identify a reptile and bird | LO: to be able to identify a fish and amphibian | LO: to be able to identify a mammal | LO: to be able to write a fact file about carnivores, herbivores and omnivores | **Yr. 2 – Animals Including Humans –** Notice that animals, including humans, have offspring which grow into adults.**Yr. 2 – Animals Including Humans –** Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).-Memory book and use low stake questioning to embed into long-term memory. |
| SC: I can classify animals into their groupsI can say the characteristics of an animal | SC: I can say what makes a vertebrateI can say what makes an invertebrateI can distinguish between the two and explain my findings | SC: I can say what a reptile isI can say what a bird isI can I can describe the features of a particular animal | SC: I can say what a fish isI can say what a amphibian isI can I can describe the features of a particular animal | SC: I can say what a mammal isI can describe the features of a particular animal | SC: I can identifycarnivores, herbivores and omnivores I can describe their featuresI can write a fact file about one of my chosen animals  |
| See previous year groups vocabulary box in this document. | **Vocabulary:**Fin, Flipper, Tail, Fur, Milk, Classify, Scale, Features, Carnivore, Herbivore, Omnivore, Diet, Nutrition. |

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| **Pendeen SCIENCE SCOPE, CONTENT and SEQUENCING Year B KEY STAGE 1** |
| Year Group:1 / 2 | Half term: AUTUMN TERM 2YEAR B | SCOPE: Animals including humans | CONTENT / INTENT:  Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **EYFS –** Pupils should be able to name the main external parts of the body. | LO: To be able to identify which part of the body helps us to smell  | LO:To be able to identify which part of the body helps us to taste | LO: To be able to identify which part of the body helps us to hear | LO: To be able to identify which part of the body helps us to touch | LO: To be able to identify which part of the body helps us to see | LO: To be able to cook a menu of food showcasing the 5 senses | **Yr. 2 – Animals Including Humans –** Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).Memory book and use low stake questioning to embed into long-term memory |
| SC:I can explain the function of the noseI can explain its importance for keeping healthy | SC:I can explain how the tongues worksI can talk about he different taste receptors | SC:I can explain how the ear works I can talk about the different frequency animals and humans can hear | SC:I can explain the importance of touchI can explain the importance of skin on a human | SC:I can talk about the function of the eyesI can talk about the importance of keeping a healthy eye sight | SC:I can produce a menu that excites the 5 sensesI can write the menu |
| See previous year groups vocabulary box in this document. | **Vocabulary:**Sense, Taste, Smell, Touch, Sight, Hearing. |

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| **Pendeen SCIENCE SCOPE, CONTENT and SEQUENCING Year B KEY STAGE 1** |
| Year Group: 1 / 2 | Half term: Spring term 1YEAR B | SCOPE: Every day materials | CONTENT / INTENT: 1. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
2. Compare and group together a variety of everyday materials on the basis of their simple physical properties.
3. Describe the simple physical properties of a variety of everyday materials.

Distinguish between an object and the material from which it is made. |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **EYFS –** Pupils may be able to recognise what various objects are made from. | LO: TO be able to identify materials | LO:To be able identify the materials from which objects are made | LO:To be able describe the properties of materials | LO: To be able to investigate the physical properties of materials | LO:To investigate the properties of waterproof and absorbent | LO:To be able to design an underwater house and write about it | **Yr. 2 – Uses of Everyday Materials -** Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.**Yr. 2 – Uses of Everyday Materials -** Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.-Memory book and use low stake questioning to embed into long-term memory |
| SC:I can sy what materials areI can explain why they are different | SC:I can say what objects are made fromI can say why objects are made form particular materials | SC:I can say what the physical properties area I can use scientific words to describe | SC:I can carry out an experimentI can explain my findingsI can record my finding simply | SC: I can carry out an experimentI can explain my findingsI can record my finding simply | SC: I can say why I have a chosen a certain materialI can design my houseI can write about my house |
| See previous year groups vocabulary box in this document. | **Vocabulary:**Transparent, Waterproof, Absorbent, Material, Solid, Property. Stretchy, Bouncy, Material, Solid, Property, Elasticity, Plasticity. |

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| **Pendeen SCIENCE SCOPE, CONTENT and SEQUENCING Year B KEY STAGE 1** |
| Year Group: 1 / 2 | Half term: SPRING TERM 2YEAR B | SCOPE: PLANTS | CONTENT / INTENT: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **EYFS –** Pupils should know that plants grow in soil and may be able to recognise a leaf and a flower. | LO:To be able to understand the difference between a bulb and a seed | LO:To be able to name different trees | LO:To be able to name common flowers | LO:To be able to name wild flowers | LO:To be able to name garden flowers | LO: To be able to identify deciduous and evergreen flowers | Y2- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.Identify and name a variety of common wild and garden plants, including deciduous and evergreen plantsMemory book and use low stake questioning to embed into long-term memory. |
| SC:I can explain the differenceI can explain the difference in their growth | SC:I can name a variety of treesI can identify a tree by looking at its leave | SC: I can name some common flowersI can name some common flowers native to my local area | SC: I can name some wild flowersI can name some wild flowers native to my local area | SC: I can name some garden flowersI can name some garden flowers native to my local area | SC: I can explain deciduous and evergreenI can spot some of these in my local area |
| See previous year groups vocabulary box in this document. | **Vocabulary:** Seeds, bulb, tuber, germination, growth, stem, leaf, flower, root, annual, perennial.  |

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| **Pendeen SCIENCE SCOPE, CONTENT and SEQUENCING Year B KEY STAGE 1** |
| Year Group: 1 / 2 | Half term: SUMMER TERM 1 YEAR B | SCOPE: plants | CONTENT / INTENT: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **EYFS –** Pupils should know that plants grow in soil and may be able to recognise a leaf and a flower. | LO:To be able plant a bean and record its growth | LO: To be able label the parts of a plant | LO: To understand the conditions a plant needs to grow | LO:To be able to grow flowers and vegetables in the school grounds  | LO: To be able to grow flowers and vegetables in the school grounds | LO:To be able to write a set of instructions on how to grow a bean | Y2- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.Identify and name a variety of common wild and garden plants, including deciduous and evergreen plantsMemory book and use low stake questioning to embed into long-term memory. |
| SC: I can carry out an experiment to grow a beanI can say what conditions the bean will need to grow | SC:I can label the basic functions of the plantI can say the functions of a plant | SC; I can explain the conditions a plant needs to growI can maintain the perfect conditions for my bean to grow | SC: I can plant flowers and veg in the right conditionI can check on the conditions and alter these to support growth | SC: I can say when a seed or bulb has started to germinateI can explain the different parts of the flower or vegetable as it grows | SC: I can write a set of instructionsI can explain clearly my thoughts |
| See previous year groups vocabulary box in this document. | **Vocabulary:**Seeds, bulb, tuber, germination, growth, stem, leaf, flower, root, annual, perennial. |

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| **Pendeen SCIENCE SCOPE, CONTENT and SEQUENCING Year B KEY STAGE 1** |
| Year Group: 1 / 2 | Half term: SUMMER TERM 2YEAR B | SCOPE: SEASONAL CHANGE | CONTENT / INTENT: Observe changes across the four seasons.Observe and describe weather associated with the seasons and how day length varies.  |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **EYFS –** Pupils may know that it gets colder in the winter, and darker earlier in the day, and warmer in the summer and the days are longer. | LO: To be able to name the different seasons | LO: To be able to understand day length across the seasons | LO: To be able to explain the different weathers in the UK and across the world | LO:To be able to make a rain gauge and record my results | LO:To be able to present my results in a form of simple charts and graphs | LO:To be able to write an instructional text on how to make a rain gauge | **Yr. 3 – Light -** Recognise that they need light in order to see things and that dark is the absence of light.**Yr. 3 – Light -** Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.Memory book and use low stake questioning to embed into long-term memory |
| SC:I can name the different seasonsI can say what season I was born in | SC: I can describe night an dayI can say why some days are longer than others | SC: I can explain the different seasons across the UKI can explain the different seasons across the worldI can explain the difference in weather in the UK and the world | SC: I can follow simple instructionsI can complete a record sheetI can take accurate readings | SC:I can explain my resultsI can show my results in several different ways | SC:I can write a set of instructionsI can clearly explain the steps |
| See previous year groups vocabulary box in this document. | **Vocabulary:**Celsius, Temperature, Thermometer, Season, Change, Rainfall, Centimetres.Hemisphere, Globe, Equator, Day, Night, Clockwise, Anticlockwise, Axis, Sunrise, Sunset Annual, Average, Temperature, Rainfall, Weather, Climate.Anemometer, Windspeed, Static. |