

## Y1 Science Bundle 2020-21

Year 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Autumn	07.09.20	14.09.20	21.09.20	28.09.20	05.10.20	12.10.20	19.10.20	02.11.20	09.11.20	16.11.20
Winter	23.11.20	30.11.20	07.12.20	14.12.20	04.01.21	11.01.21	18.01.21	25.01.21	01.02.21	08.02.21
				Christmas						
Spring	22.02.21	01.03.21	08.03.21	15.03.21	22.03.21	29.03.21	19.04.21	26.04.21	03.05.21	10.05.21
Summer	17.05.21	24.05.21	07.06.21	14.06.21	21.06.21	28.06.21	05.07.21	12.07.21	19.07.21	

	WORKING SCIENTIFICALLY	CYCLE ONE: Chemistry	CYCLE TWO: Physics	CYCLE THREE: Biology	CYCLE FOUR: Biology
Y1	<p><b>Pupils Should be Taught to:</b></p> <ul style="list-style-type: none"> <li>• Ask simple questions</li> <li>• Observe closely, using simple equipment</li> <li>• Perform simple tests</li> <li>• Identify and classify</li> <li>• Use observations and ideas to suggest answers to questions</li> <li>• Gather and record data to help in answering questions</li> </ul>	<p><b>EVERYDAY MATERIALS</b></p> <p><b>To investigate materials</b></p> <ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made.</li> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</li> <li>• Describe the simple physical properties of a variety of everyday materials.</li> <li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>	<p><b>SEASONAL CHANGES</b></p> <p><b>To understand the Earth's movement in space</b></p> <ul style="list-style-type: none"> <li>• Observe changes across the four seasons.</li> <li>• Observe and describe weather associated with the seasons and how day length varies.</li> </ul> <ul style="list-style-type: none"> <li>• <i>Observe and talk about changes in the weather and the season*.</i></li> <li>• <i>Work scientifically by making tables and charts about the weather*.</i></li> <li>• <i>Work scientifically by making displays of what happens in the world around them, including day length, as the seasons change*.</i></li> </ul> <p style="text-align: right;"><b>*Non-Statutory</b></p>	<p><b>ANIMALS INCLUDING HUMANS</b></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.</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 (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).</li> <li>• Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	<p><b>PLANTS</b></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.</li> <li>• Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.</li> </ul>

Week	Y1 CYCLE ONE CHEMISTRY: EVERYDAY MATERIALS	
	Lesson Content	Vocabulary
1	<b>Vocabulary</b>	<b>Working Scientifically:</b> test (v) identify (v) classify (v) observe (v) gather (v) record (v) data (n) ask (v) answer (v)
2	<b>Recall from YR:</b> N/A <b>Teach for Y1:</b> Can I identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock?	
3	<b>Recall from YR:</b> N/A <b>Teach for Y1:</b> Can I distinguish between an object and the material from which it is made? e.g. This is a table. The table is made of wood. Can I identify and classify (and group) objects according to their material?	
4	<b>Recall from YR:</b> N/A <b>Teach for Y1:</b> Can I gather and record data to answer questions about objects and materials? e.g. How many toys are made of wood? Three toys are made of wood.	
5	<b>Recall from YR:</b> N/A <b>Teach for Y1:</b> Can I observe the simple physical properties of a variety of everyday materials such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent?	
6	<b>Contingency Week</b>	
7	<b>Recall from YR:</b> N/A <b>Teach for Y1:</b> Can I ask simple questions about the physical properties of everyday materials? e.g. Is the table soft? Are the gloves bendy? Can I group together materials on the basis of their simple physical properties.	
8	<b>Recall from YR:</b> N/A <b>Teach for Y1:</b> Can I identify the properties of materials such as hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent?	
9	<b>Recall from YR:</b> N/A <b>Teach for Y1:</b> Can I perform simple tests to explore; 'What is the best material for an umbrella?'... for lining a dog basket?... for curtains?...for a bookshelf?... for a gymnast's leotard?	
10	<b>Contingency Week</b>	

**chemistry materials**  
 wood  
 plastic  
 glass  
 metal  
 water  
 rock  
  
**properties**  
 hard/soft  
 stretchy/stiff  
 shiny/dull  
 rough/smooth  
 bendy/not bendy  
 waterproof/not waterproof  
 absorbent/not absorbent  
 opaque/transparent

Week	Y1 CYCLE TWO PHYSICS: SEASONAL CHANGES	
	Lesson Content	Vocabulary
1	<b>Vocabulary</b>	<b>Working Scientifically:</b> test (v) identify (v) classify (v) observe (v) gather (v) record (v) data (n) ask (v) answer (v) suggest (v)
2	Recall from YR: N/A <b>Teach for Y1:</b> Observe changes across the four seasons.	
3	Recall from YR: N/A <b>Teach for Y1:</b> Observe and describe weather associated with the seasons and how day length varies.	
4	<b>Christmas/Contingency</b>	
5 Quiz	Recall from YR: N/A <b>Teach for Y1:</b> Talk about changes in the weather and the season	
6	Recall from YR: N/A <b>Teach for Y1:</b> Work scientifically by making tables and charts about the weather	
7	Recall from YR: N/A <b>Teach for Y1:</b> Work scientifically by making tables and charts about the weather	
8	Recall from YR: N/A <b>Teach for Y1:</b> Work scientifically by making displays of what happens in the world around them, including day length, as the seasons change	
9	Recall from YR: N/A <b>Teach for Y1:</b> Work scientifically by making displays of what happens in the world around them, including day length, as the seasons change	
10 Wk. 10 Quiz	<b>Contingency Week</b>	

Y1 CYCLE THREE BIOLOGY: ANIMALS INCLUDING HUMANS			
Week	Lesson Content	Vocabulary	
1	<b>Vocabulary</b>	<b>Working Scientifically:</b>	<b>Tier 2/3 biology</b>
2	Recall from YR: N/A <b>Teach for Y1:</b> Identify and name a variety of common animals that are birds, fish or amphibians.	test (v)	bird
3	Recall from YR: N/A <b>Teach for Y1:</b> Identify and name a variety of common animals that are reptiles, mammals or invertebrates.	identify (v)	fish
4	Recall from YR: N/A <b>Teach for Y1:</b> Identify and name a variety of common animals that are carnivores or herbivores.	classify (v)	amphibian
5	Recall from YR: N/A <b>Teach for Y1:</b> Identify and name a variety of common animals that are (carnivores, herbivores or) omnivores.	observe (v)	reptile
6	<b>Contingency Week</b>	gather (v)	mammal
7	Recall from YR: N/A <b>Teach for Y1:</b> Describe and compare (label) the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals, invertebrates) including pets.	record (v)	human
8	Recall from YR: N/A <b>Teach for Y1:</b> Identify and label the basic parts of the human body.	data (n)	invertebrates
9	Recall from YR: N/A <b>Teach for Y1:</b> Say which part, of the human body, is associated with each sense.	ask (v)	spine
10	<b>Contingency Week</b>	answer (v)	carnivore
		suggest (v)	herbivore
		describe (v)	omnivore
		compare (v)	see
			smell
			sound
			taste
			touch

Y1 CYCLE FOUR BIOLOGY: PLANTS			
Week	Lesson Content	Vocabulary	
1	<b>Vocabulary</b>	<b>Working Scientifically:</b> test (v) identify (v) classify (v) observe (v) gather (v) record (v) data (n) ask (v) answer (v) suggest (v)	<b>Tier 2/3 biology</b> garden plants wild plants trees deciduous evergreen flowering flowers roots stem trunk leaves/leaf
2	Recall from YR: N/A <b>Teach for Y1:</b> Identify (locate) a variety of common plants including garden plants, wild plants and trees.		
3	Recall from YR: N/A <b>Teach for Y1:</b> Name a variety of common plants including garden plants, wild plants and trees.		
4	Recall from YR: N/A <b>Teach for Y1:</b> Classify trees as deciduous or evergreen.		
5 Wk. 5 Quiz	<b>Contingency Week</b>		
6	Recall from YR: N/A <b>Teach for Y1:</b> Identify and describe the basic structure of common flowering plants, including roots, stem, leaves and flowers.		
7	Recall from YR: N/A <b>Teach for Y1:</b> Identify and describe the basic structure of trees, including roots, stem/trunk, leaves and flowers.		
8	Recall from YR: N/A <b>Teach for Y1:</b> Observe, label and compare the structures of plants and trees.		
9	Recall from YR: N/A <b>Teach for Y1:</b> Gather and record data on the variety of plants in a location.		
10 Wk. 10 Quiz	<b>Contingency Week</b>		