

Identifying Plants : Science : Year 1



	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out what a plant is.	Children will learn about what a plant is, then either go plant hunting, or plant seeds.	- Can the children identify plants? - Can the children describe the features of different plants? - Can the children identify similarities and differences between plants?	- Slides - Worksheet 1A/1B/1C/1D/1E - Seeds, pots, compost, magnifying glasses - Digital camera (FSD? activity only) - Growing Seeds Video (Plenary)
Lesson 2	To identify and describe garden plants.	Children will learn about a variety of common garden plants, identify some of their features, and consider why they are appealing to people, e.g. easy to grow, or attracts insects.	- Can the children name garden plants? - Can the children describe the features of different garden plants? - Can the children identify similarities and differences between plants?	- Slides - Worksheet 2A/2B/2C/2D - Picture Cards
Lesson 3	To identify and describe wild plants.	Children will identify some wild plants, and begin to consider how their seeds — which they grew from — came to be there. They will then sort, match or describe some wild plants.	- Can the children name wild plants? - Can the children describe the features of different wild plants? - Can the children identify similarities and differences between plants?	- Slides - Worksheet 3A/3B/3C - Picture Cards A/B/C - Domino Cards A/B (FSD? activity only)
Lesson 4	To identify and describe a range of trees.	Children will identify and name trees, then learn some differences between deciduous and evergreen trees. They may then either sort trees into groups or go tree hunting.	- Can the children name some trees? - Can the children describe the features of different trees? - Can the children use the terms 'evergreen' and 'deciduous'?	- Slides - Worksheet 4A/4B/4C/4D - Picture Cards A/B - Tree Identification Chart A/B (FSD? activity only)
Lesson 5	To identify the different parts of a plant.	Children will identify the main parts of a variety of plants and describe their functions. They will then either examine plants (and identify features) or draw and label plant diagrams.	- Can the children name the main parts of a plant? - Do the children know parts of the plant have different functions? - Can the children identify similarities and differences between the parts of different plants?	- Slides - Worksheet 5A/5B/5C/5D - A selection of flowers with stems and leaves (FSD? activity only)
Lesson 6	To make observations of growing plants.	Children will identify ways in which plants change over time. They may either study and describe plants they have grown themselves, or identify ways in which plants around school have changed over time.	- Do children know that plants grow? - Can children name the main parts of a plant? - Can children describe and make observations about how plants change?	- Slides - Worksheet 6A/6B/6C/6D - Time Lapse Video - Seed Story Wheel A/B/C - Photos from lesson one (FSD? activity only) - Digital camera (FSD? activity only) - End of Unit Quiz (Plenary)

Identifying Animals : Science : Year 1



	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to identify and name a variety of common animals.	Children will identify, name and describe a variety of common animals kept as pets.	- Can the children identify various pets? - Can the children name various pets? - Can the children describe various pets?	- Slides - Worksheet 1A/1B/1C - Pet Cards (FSD? activity only) - Name Cards (FSD? activity only) - Clue Cards (FSD? activity only)
Lesson 2	To be able to identify and compare a variety of common UK mammals.	Children will identify a variety of mammals and compare and describe some of their features.	- Can the children identify various mammals? - Can the children name various mammals? - Can the children compare various mammals?	- Slides - Worksheet 2A/2B/2C/2D - Word Bank - Picture Cards (FSD? activity only)
Lesson 3	To be able to identify and compare a variety of common UK birds and reptiles.	Children will compare the characteristics of a variety of birds and reptiles, then answer questions or describe animals in their own words.	- Can the children identify and name various birds? - Can the children identify and name various reptiles? - Can the children compare reptiles and birds?	- Slides - Worksheet 3A/3B/3C/3D - Fact Sheet - Picture Cards (FSD? activity only)
Lesson 4	To be able to identify and compare a variety of common UK fish and amphibians.	Children will consider similarities and differences between some fish and amphibians. They will also learn about some fish/amphibian life cycles and describe what they have learned in their own words.	- Can the children identify and name various fish? - Can the children identify and name various amphibians? - Can the children compare fish and amphibians?	- Slides - Worksheet 4A/4B/4C/4D - Amphibian Life Cycle Cards - Fish Life Cycle Cards - Life Cycle Sheet (FSD? activity only)
Lesson 5	To be able to identify and sort carnivores, herbivores and omnivores.	Children will describe what a variety of different animals eat, then sort animals using Venn diagrams or tables.	- Do the children understand different animals eat different things? - Can the children classify animals by what they eat? - Can the children use the terms carnivore, herbivore and omnivore?	- Slides - Worksheet 5A/5B/5C/5D/5E - Picture Cards A/B
Lesson 6	To be able to take care of animals.	Children will consider the needs of a variety of animals, and explain how best to care for them.	- Can the children identify what an animal needs? - Can the children explain why it is important to take care of an animal? - Do the children understand different animals need different things?	- Slides - Worksheet 6A/6B/6C/6D - Sentence Cards - True or False Cards (FSD? activity only)
Lesson 7	To collect data about animals and answer questions.	Children will collect, present and interpret data about pets or mini beasts.	- Can the children identify and name a variety of animals? - Can the children record information in a table or a graph? - Can the children answer questions about their data?	- Slides - Worksheet 7A/7B/7C/7D/7E/7F

My Body : Science : Year 1



	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to identify, name and label body parts.	Children will identify and name several body parts and identify their location on their own bodies. They will then label and/or draw diagrams.	- Can children identify various body parts? - Can children name various body parts? - Can children label various body parts?	- Slides - Worksheet 1A/1B/1C - Body Parts Cards (FSD? activity only)
Lesson 2	To explore what parts of our bodies we use for different activities.	Children will consider which parts of their body are used during a variety of different activities. They will then describe how body parts are used, or how they move.	- Can children name various body parts? - Can children identify where various body parts are? - Can children describe which body parts are used for different activities?	- Slides - Worksheet 2A/2B - Activity Cards - Challenge Cards (FSD? activity only)
Lesson 3	To find out about the five senses, in particular the sense of sight.	Children will consider why sight is an important sense, and conduct tasks where they will have to use their own sense of sight.	- Do children know what the five senses are? - Do children know that eyes are used for seeing things? - Can children use their eyes to look carefully at pictures and objects?	- Slides - Worksheet 3A/3A SOLUTION/3B/3C - Picture Card A/B - Colour Sheets (FSD? activity only)
Lesson 4	To explore the sense of touch.	Children will consider that their whole bodies can sense touch, but that we mostly use our hands to feel things. They will then feel and describe a variety of objects.	- Can children name the five senses? - Do children know that our whole bodies can use the sense of touch? - Can children describe how a variety of objects feel using appropriate vocabulary?	- Slides - Worksheet 4A/4B - Word Mat - Variety of objects to feel
Lesson 5	To explore the sense of smell.	Children will consider what our sense of smell is used for and, optionally, conduct a smell investigation.	- Do children know what the five senses are? - Do children know that the nose is used for the sense of smell? - Can children identify use their noses to identify smells?	- Slides - Worksheet 5A/5B/5C/5D - Question Sheet - Fact Cards - Plastic pots (FSD? activity only) - Variety of objects to smell (FSD? activity only) - Tin foil and elastic bands (FSD? activity only)
Lesson 6	To explore the sense of taste.	Children will think about the different tastes of foods and use a range of vocabulary to describe taste. They may either sort and describe given images of foods, or conduct a taste investigation.	- Do children know that we use our mouths to taste things? - Can children use appropriate vocabulary to describe different flavours? - Can children express preferences about foods they like and dislike?	- Slide - Worksheet 6A/6B/6C - Picture Cards - Fruit Cards (FSD? activity only) - Variety of fruits to taste (FSD? activity only)
Lesson 7	To explore the sense of sound.	Children will explore ways in which we use our sense of sound. They may then either produce information text to show what they have learned during this, and previous lessons, or conduct a sound investigation.	- Can children name the five senses? - Can children identify which part of the body each sense uses? - Can children listen carefully to sounds to identify them?	- Slides - Worksheet 7A/7B/7C/7D - Flap Templates - Digital recorder (FSD? activity only) - End of Unit Quiz Sheet

Everyday Materials : Science : Year 1



	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to identify a variety of common materials.	Children will learn what materials are, identify some common materials, and describe some of their uses.	- Do children know what a material is? - Can children identify a variety of common materials? - Do children know where some materials come from?	- Slides - Worksheet 1A/1B/1C - Sorting Cards A/B - Label Cards (FSD? activity only)
Lesson 2	To be able to distinguish between an object and the material from which it is made.	Children will look at a variety of objects and identify some of the materials they are made from. To show what they have understood, children may write lists, match objects to labels or sort objects and materials.	- Can children identify a variety of common materials? - Can children distinguish between an object and the material from which it is made? - Can children identify which material a variety of common objects are made from?	- Slides - Worksheet 2A/2B/2C/2D - Materials Cards (FSD? activity only) - Variety of materials to sort (FSD? activity only) - Picture Cards (FSD? activity only)
Lesson 3	To be able to describe materials according to their properties.	Children will use words such as 'soft', 'smooth', 'hard', or 'bendy' to describe and/or sort a variety of materials and objects.	- Can children use a variety of appropriate words to describe what various materials are like? - Can children match materials to various properties? - Can children group objects and materials according to their properties?	- Slides - Variety of objects e.g. oil, felt, stones, corrugated cardboard, elastic bands, marbles, plastic cups, etc. - Worksheet 3A/3B - Word Mat - Question Cards
Lesson 4	To be able to describe why some materials suit certain objects better than others.	Children will consider why the properties of materials make them suitable for certain uses. They will then select appropriate materials for use in a range of objects.	- Can children identify and describe a variety of materials? - Can children suggest why a material has been chosen for a particular purpose? - Can children identify materials that are inappropriate for certain uses and offer alternatives?	- Slides - Worksheet 4A/4B/4C - Statement Cards - Game Cards A/B (FSD? activity only)
Lesson 5	To carry out an experiment to find out which materials are waterproof.	Children will devise methods for testing materials to determine whether or not they are waterproof. They may then either test materials, or produce a model of a waterproof product.	- Can children make suggestions for how to test which materials are waterproof and which aren't? - Can children test a variety of materials to see which are waterproof and which aren't? - Can children draw conclusions from their experiment?	- Slides - Worksheet 5A/5B/5C - Materials to test - Plastic cups - Elastic bands - Water - Spoons - Plastic trays - Materials to construct umbrella frames (FSD? activity only)
Lesson 6	To recap what we have learnt about everyday materials.	Children will recap prior learning (done during previous lessons), then show what they have understood by making models or matching objects to labels and descriptions.	- Can children identify a variety of everyday materials and describe their properties? - Can children distinguish an object from the material from which it is made? - Can children identify materials that are suitable for a particular purpose?	- Slides - Wheel Template A/B/C - Booklet Template - Challenge Cards (FSD? activity only) - Variety of materials (FSD? activity only) - End of Unit Quiz

Seasonal Changes : Science : Year 1



	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out about different seasons and how to describe them.	Children will describe the weather they can directly observe and other types of weather they know of. They will describe what the weather is normally like during different seasons, and what people might wear in different weather conditions.	- Can the children name the seasons? - Do children know that weather changes for each season? - Do children know that weather affects human activity?	- Slides - Worksheet 1A/1B/1C - Outfit Cards - Picture Cards (FSD? activity only) - Thesaurus and sticky notes (FSD? activity only)
Lesson 2	To find out about the seasons and how they are different.	Children will study images, looking for clues as to which season it is – including weather conditions and plant growth.	- Can the children identify the seasons? - Can the children say how the seasons differ? - Do children know any features of the seasons?	- Slides - Worksheet 2A/2B/2C/2D - Seasons Jigsaws - Sentence Cards - Word Mat (FSD? activity only)
Lesson 3	To find out about how animals are affected by the seasons.	Children will consider ways in which the changing conditions of the seasons affect the lives of animals, focussing on the behaviour of robins during each season. They may either undertake sequencing activities, or work in groups to learn about behaviours of other animals.	- Can the children say how the seasons differ? - Can the children say how the different seasons affect animal behaviour? - Can children explain the terms 'adapt' and 'hibernate'?	- Slides - Worksheet 3A/3B/3C - Robin's Jobs Sheet - Challenge Card (FSD? Activity only) - Hedgehog Fact Sheet (FSD? Activity only) - Story Sheet - plenary
Lesson 4	To find out about how humans are affected by the seasons.	Children will learn about how humans adapt their behaviour to survive during the changing seasons. They may then either explore in detail the ways in which clothing worn may change, or what food is available at different times of year.	- Can the children explain how the seasons affect what we wear? - Can the children explain how the seasons affect what we do? - Do children understand that different food grows in different seasons?	- Slides - Worksheet 4A/4B/4C - Vegetables Picture Cards (FSD? activity only) - Vegetables Clue Cards (FSD? activity only) - Vegetables Name Cards (FSD? activity only) - Fruit Picture Cards (FSD? activity only) - Fruit Clue Cards (FSD? activity only) - Fruit Name Cards (FSD? activity only)
Lesson 5	To find out about the day length is affected by the seasons.	Children will learn how the length of day and night, and the times at which they occur, change throughout the year. They may either answer questions about given information, or sort activities into the seasons for which they are most appropriate.	- Can the children identify which season has the shortest days? - Can the children identify which season has the longest days? - Do the children know the sun rises in the morning and sets in the evening?	- Slides - Worksheet 5A/5B/5C/5D - Timeline A/B - Activity Cards (FSD? activity only)
Lesson 6	To investigate the weather during the seasons.	Children will complete given pictograms using given sets of data to show changes in weather, or frequency of different types of clothes worn, during each season.	- Can children gather weather data over a period of time? - Can children use data to create a pictogram? - Can children answer questions about their data?	- Slides - Seasons Cards - Blank Weather Sheet - Worksheet 6A/6B/6C - Pictogram Sheets - End of Unit Quiz