

PATHWAY MAP – Science Year 1

KEY KNOWLEDGE	Animals including humans Naming animals and body parts	Everyday Materials Name, describe and sort everyday materials	Animals including humans Naming carnivores, omnivores and herbivores	Plants Names and structure of a plant, identify common plants	Seasonal change Observe weather and changes across seasons
KEY VOCABULARY	Body, senses, see, taste, smell, hear, touch, body parts	Material, groups, senses, wood, plastic, glass, paper, metal, twist, bend, stretch, squash, tear, cut, scrunch	Carnivore, herbivore, omnivore, domestic, mammal, reptile, bird, fish, amphibian, invertebrate, living, non-living, animal, body parts	Living, non-living, flower, petal, stem, leaf, root, seed, bulb, tree, deciduous, evergreen	Day, night, summer, autumn, spring, winter, weather, rain, sun, snow, frost, wind, daylight
PRE-ASSESSMENT TASK	Children to identify body parts on a picture of a human body – class activity to be recorded in floor book.	Objects and Materials - Telling the difference between an object and material	Give the children a range of animal pictures and ask them to put the animals in groups and explain their decision.	Give children parts of a plant cut out, get them to stick it together correctly, label parts and add anything they know.	Children to mind map their current knowledge of Seasons.
END ASSESSMENT TASK	Revisit body map and update with any new information – record in floor book. GD: Can they test own ideas by watching, listening, tasting, smelling and touching?	Children to choose a good material for a purpose, by describing the materials properties. GD: Can they describe things that are similar and different between materials? GD: Can they predict/say what happens when a material is heated or cooled?	Revisit animal cards and ask children to classify and explain their decisions – record in floor book. GD: Can they explain why animals have certain characteristics? Can they classify animals according to a given number of criteria?	Give children plant and labels. Children should stick labels on in correct places and add information about vocabulary taught. GD: Can they suggest the functions of parts of a plant?	Children to re-create the mind for all 4 seasons. Children to draw and label. GD: Can they discuss weather variation in different parts of the world?
KEY SKILLS	<ul style="list-style-type: none"> • Able to label body parts accurately • Able to draw body parts • Able to link human body to their sense • Able to use senses to answer questions • Use scientific vocabulary to describe what they have seen and measured 	<ul style="list-style-type: none"> • To distinguish between an object and the material from which it is made • Able to explain what material makes an object • Name different everyday materials • Suggest how to find things out • Carry out a fair test • Explain why a material might be useful for a specific job • Sort materials in groups by given criteria • Explain how solid shapes can be changed • Use prompts to find things out 	<ul style="list-style-type: none"> • Identify differences between animals • Sort living and non-living • Identify and name a variety of animals • Describe how an animal is suited to its environment • Name and compare animal body parts • Classify animals by what they eat • Name a range of domestic animals • Find simple patterns 	<ul style="list-style-type: none"> • Identify and name parts of the plant • Identify and name a range of common plants and trees • Recognise deciduous and evergreen trees • Name parts of a tree • Describe parts of a plant 	<ul style="list-style-type: none"> • Observe changes across 4 seasons • Name the 4 seasons in order • Observe and describe how day length varies • Use text, diagrams, pictures, charts and tables to record observations • Measure using simple equipment
RESOURCES AVAILABLE	Outstanding science- unit 1B	Outstanding science- unit 1C	Outstanding science- unit 1B	Outstanding science- unit 1A	Outstanding science- unit 1D