

# SEASONAL CHANGES - Autumn 1 & ongoing, YEAR 1

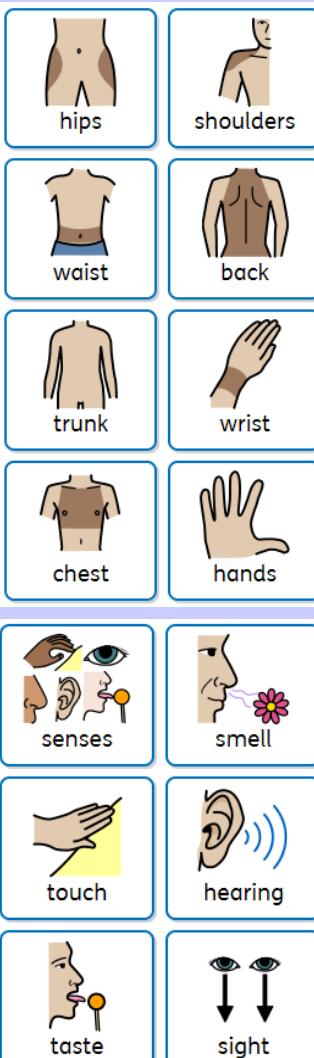
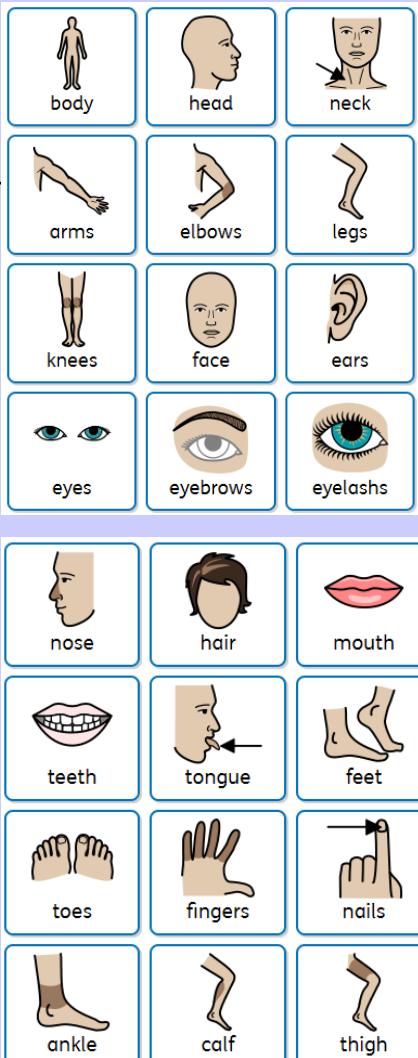


Early Years	Year 1	Year 3/5
<ul style="list-style-type: none"> <li>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes</li> </ul>	<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>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. (Y3 - Light)</li> <li>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. (Y5 - Earth and space)</li> </ul>
	   	



## Year 1

- Identify, name, draw and label the basic parts of the human body
- Say which part of the body is associated with each sense.



## Year 2

- Notice that animals, including humans, have offspring which grow into adults.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

offspring  
babies  
young  
grow  
change  
adults  
older/younger  
baby/toddler/child/  
teenager

basic needs  
water  
food  
air  
breathing  
survival  
exercise

## Year 3

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

food types  
fruit and vegetable  
bread, rice, potato, pasta  
milk and dairy foods  
foods high in fat or sugar  
meat, fish, egg, beans  
hygiene  
clean  
wash  
healthy  
medicine  
drugs

nutrition  
nutrients  
food types  
fruit and vegetable  
bread, rice, potato, pasta  
milk and dairy foods  
foods high in fat or sugar  
meat, fish, egg, beans  
carbohydrates  
protein  
vitamins and mineral  
fat  
dietary fibre  
water  
balanced diet

skeleton  
muscles  
support  
protection  
movement  
skull  
ribs  
spine/vertebra  
joints  
sockets  
bones  
tendons  
vertebrate/invertebrate

Bounds Green School Science Unit  
**MATERIALS - YEAR 1 - Spring 1 & 2**



**Year 1**

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

<b>object</b>	<b>material</b>	<b>wood</b>
<b>plastic</b>	<b>glass</b>	<b>metal</b>
<b>rock</b>	<b>brick</b>	<b>paper</b>
<b>fabric</b>	<b>elastic</b>	<b>foil</b>
<b>cardboard</b>	<b>rubber</b>	<b>wool</b>
<b>natural</b>	<b>manufactured</b>	<b>property</b>

**Year 2**

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

<b>suitable/unsuitable</b>	<b>rigid</b>
<b>use/useful</b>	<b>flexible</b>
<b>object</b>	<b>waterproof</b>
<b>material</b>	<b>absorbent</b>
<b>property</b>	<b>strong/weak</b>
<b>wood</b>	<b>rough</b>
<b>plastic</b>	<b>smooth</b>
<b>glass</b>	<b>reflective</b>
<b>metal</b>	<b>non reflective</b>
<b>water</b>	<b>transparent</b>
<b>rock</b>	<b>opaque</b>
<b>brick</b>	<b>translucent</b>
<b>paper</b>	<b>shape</b>
<b>fabrics</b>	<b>changed</b>
<b>elastic</b>	<b>push/pushing</b>
<b>foil</b>	<b>pull/pulling</b>
<b>shiny/dull</b>	<b>twist/twisting</b>
<b>see through</b>	<b>squash/squashing</b>
<b>not see through</b>	<b>bend/bending</b>
	<b>stretch/stretching</b>
	<b>pinch/pinching</b>
	<b>poke/poking</b>
	<b>roll/rolling</b>
	<b>squeeze/squeezing</b>

**Year 3**

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance.

<b>rock</b>
<b>stone</b>
<b>pebble</b>
<b>boulder</b>
<b>soil</b>
<b>fossils</b>
<b>grains</b>
<b>crystals</b>
<b>hard/soft</b>
<b>texture</b>
<b>absorb water</b>
<b>let water through</b>
<b>marble</b>
<b>chalk</b>
<b>granite</b>
<b>sandstone</b>
<b>slate</b>
<b>sandy soil</b>
<b>clay soil</b>
<b>chalky soil</b>
<b>peat</b>

## YEAR 1, ANIMALS INCLUDING HUMANS (animals - vertebrates) Summer 1

Year 1	Year 2	Year 3																																																																																																																																						
<ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</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 (fish, amphibians, reptiles, birds and mammals, including pets).</li> </ul> <div data-bbox="20 396 524 979"> <table border="1"> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td><b>pets</b></td> <td><b>animal types</b></td> <td><b>tail</b></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td><b>wing</b></td> <td><b>claw</b></td> <td><b>fin</b></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td><b>scales</b></td> <td><b>feathers</b></td> <td><b>fur</b></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td><b>beak</b></td> <td><b>hair</b></td> <td><b>snout</b></td> </tr> </tbody> </table> </div> <div data-bbox="524 535 1017 1388"> <table border="1"> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td><b>vertebrate</b></td> <td><b>amphibian</b></td> <td><b>mammal</b></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td><b>birds</b></td> <td><b>fish</b></td> <td><b>insects</b></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td><b>reptile</b></td> <td><b>diet</b></td> <td><b>adult</b></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td><b>carnivore</b></td> <td><b>herbivore</b></td> <td><b>omnivore</b></td> </tr> </tbody> </table> </div>				<b>pets</b>	<b>animal types</b>	<b>tail</b>				<b>wing</b>	<b>claw</b>	<b>fin</b>				<b>scales</b>	<b>feathers</b>	<b>fur</b>				<b>beak</b>	<b>hair</b>	<b>snout</b>				<b>vertebrate</b>	<b>amphibian</b>	<b>mammal</b>				<b>birds</b>	<b>fish</b>	<b>insects</b>				<b>reptile</b>	<b>diet</b>	<b>adult</b>				<b>carnivore</b>	<b>herbivore</b>	<b>omnivore</b>	<ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow into adults.</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <div data-bbox="1033 535 1343 1388"> <table border="1"> <tbody> <tr> <td><b>offspring</b></td> <td><b>food types</b></td> </tr> <tr> <td><b>babies</b></td> <td><b>fruit and vegetable</b></td> </tr> <tr> <td><b>young</b></td> <td><b>bread, rice, potato, pasta</b></td> </tr> <tr> <td><b>grow</b></td> <td><b>milk and dairy foods</b></td> </tr> <tr> <td><b>change</b></td> <td><b>foods high in fat or sugar</b></td> </tr> <tr> <td><b>adults</b></td> <td><b>meat, fish, egg, beans</b></td> </tr> <tr> <td><b>older/younger</b></td> <td><b>hygiene</b></td> </tr> <tr> <td><b>baby/toddler/child/teenager</b></td> <td><b>clean</b></td> </tr> <tr> <td></td> <td><b>wash</b></td> </tr> <tr> <td></td> <td><b>healthy</b></td> </tr> <tr> <td></td> <td><b>medicine</b></td> </tr> <tr> <td></td> <td><b>drugs</b></td> </tr> <tr> <td><b>basic needs</b></td> <td><b>water</b></td> </tr> <tr> <td></td> <td><b>food</b></td> </tr> <tr> <td></td> <td><b>air</b></td> </tr> <tr> <td></td> <td><b>breathing</b></td> </tr> <tr> <td></td> <td><b>survival</b></td> </tr> <tr> <td></td> <td><b>exercise</b></td> </tr> </tbody> </table> </div>	<b>offspring</b>	<b>food types</b>	<b>babies</b>	<b>fruit and vegetable</b>	<b>young</b>	<b>bread, rice, potato, pasta</b>	<b>grow</b>	<b>milk and dairy foods</b>	<b>change</b>	<b>foods high in fat or sugar</b>	<b>adults</b>	<b>meat, fish, egg, beans</b>	<b>older/younger</b>	<b>hygiene</b>	<b>baby/toddler/child/teenager</b>	<b>clean</b>		<b>wash</b>		<b>healthy</b>		<b>medicine</b>		<b>drugs</b>	<b>basic needs</b>	<b>water</b>		<b>food</b>		<b>air</b>		<b>breathing</b>		<b>survival</b>		<b>exercise</b>	<ul style="list-style-type: none"> <li>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; 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## PLANTS (identifying plants &amp; their parts) - Summer 2, YEAR 1

Year 1	Year 2	Year 3
<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>	<ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	<ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers</li> <li>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>investigate the way in which water is transported within plants</li> <li>explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>