



Fen Ditton C. P. School



**Science Coverage for Years 1 2019 2020**

2 hour sessions each week.	Term 1	Term 2	Term 3	Continuous Provision (Working Scientifically)
<b>Week 1</b>	Introduce the names and images of: <ul style="list-style-type: none"> <li>• <b>Wild and garden plants.</b></li> </ul>	Introduce the <b>structure of flowering plants.</b>	Investigate and compare the differences between things that are <b>living, that are dead and have never been alive.</b>	<b>By growing seeds, bulbs and vegetables throughout the year:</b>  Observe and describe how seeds and bulbs grow into mature plants.
<b>Week 2</b>	Introduce the names and images of: <ul style="list-style-type: none"> <li>• <b>Evergreen and deciduous trees.</b></li> </ul>	Introduce the <b>structure of trees.</b>	Investigate the <b>basic needs of animals and humans.</b>	Find out and describe how plants need water, light, a suitable temperature to grow and stay healthy.
<b>Week 3</b>	Introduce the names and images of: <ul style="list-style-type: none"> <li>• <b>Birds, fish, amphibians, reptiles, mammals and invertebrates.</b></li> </ul>	Introduce the <b>groups:</b> <ul style="list-style-type: none"> <li>• <b>Carnivore, herbivore, omnivore.</b></li> </ul>	Identify that most living things live in <b>habitats</b> to which they are suited and describe how different habitats provide for the <b>basic needs</b> of different kinds of <b>animals and plants</b> and how they <b>depend on each other.</b>	<b>In PE lessons:</b>  Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
<b>Week 4</b>		Describe and compare the <b>structure</b> of: birds, fish, amphibians, reptiles, mammals and invertebrates.		
<b>Week 5</b>	Introduce <b>parts of the human body</b> and associate parts of the body with the <b>five senses.</b>	Describe the <b>offspring and growth</b> of animals and humans into adulthood.  Identify how <b>humans resemble their parents</b> in many features.		<b>Through experiment tables set up at various points throughout the year:</b>

<p><b>Week 6</b></p>	<p>Introduce a range of <b>everyday materials</b>, including wood, plastic, glass, metal, water and rock.</p> <p><b>Distinguish between an object and the material from which it is made.</b> (And in doing so identify and compare the uses of a variety of everyday materials.)</p>	<p>Describe the simple <b>properties</b> of a variety of <b>everyday materials</b>.</p> <p><b>Compare</b> and <b>group</b> together a variety of <b>everyday materials</b> on the basis of their simple physical properties.</p>	<p>Find out how the shapes of solid objects made from some <b>materials</b> can be <b>changed by squashing, bending, twisting and stretching</b>.</p>	<p>Notice how things move, using simple comparisons such as faster and slower.</p> <p>Compare how different things move.</p> <p><b>Through a ‘daily dashboard’ looking at weather and the signs of the season:</b></p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Observe the apparent movement of the sun throughout the day.</p>
<p><b>Week 7</b></p>	<p>Observe and name a variety of sources of <b>light</b>.</p>	<p>Explain that we <b>see</b> sources of light because the <b>light travels</b> from the source to our eyes.</p>	<p>Experiment with ways to block light and make <b>shadows</b>.</p>	
<p><b>Week 8</b></p>	<p>Observe and name a variety of sources of <b>sound</b>, noticing we hear with our ears.</p>	<p><b>Discriminate</b> between different sounds. (Quiz)</p>	<p><b>Discriminate</b> between similar sounds. (Quiz)</p>	
<p><b>Week 9</b></p>	<p>Identify common appliances that run on <b>electricity</b>.</p>	<p><b>Experiment</b> with simple series <b>circuits</b>.</p>	<p><b>Experiment</b> with simple series <b>circuits</b>.</p>	
<p><b>Week 10</b></p>	<p>Construct a simple series-<b>circuit</b>.</p>	<p>Quiz: <b>all of the year’s work so far</b>.</p>	<p>Quiz: <b>all of the year’s work so far</b>.</p>	