

## Science Curriculum Objectives - Year 1

The objectives below are from the National Curriculum. They are grouped into science units that coincide with our planning scheme Science Bug.

Parts of Animals	<ul style="list-style-type: none"> <li>• <b>(K)</b> 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> <li>• <b>(K)</b> Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>• <b>(WS)</b> Observing closely, using simple equipment</li> <li>• <b>(WS)</b> Performing simple tests</li> <li>• <b>(WS)</b> Identifying and classifying</li> </ul>
Changing Seasons	<ul style="list-style-type: none"> <li>• <b>(K)</b> Observe changes across the four seasons</li> <li>• <b>(K)</b> Observe and describe weather associated with the seasons and how day length varies.</li> <li>• <b>(WS)</b> Observing closely, using simple equipment</li> <li>• <b>(WS)</b> Using their observations and ideas to suggest answers to questions</li> <li>• <b>(WS)</b> Gathering and recording data to help in answering questions.</li> <li>• <b>(WS)</b> Asking simple questions and recognising that they can be answered in different ways</li> </ul>
Plants	<ul style="list-style-type: none"> <li>• <b>(K)</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>• <b>(K)</b> Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> <li>• <b>(WS)</b> Observing closely, using simple equipment</li> <li>• <b>(WS)</b> Identifying and classifying</li> <li>• <b>(WS)</b> Gathering and recording data to help in answering questions.</li> </ul>
Comparing Materials	<ul style="list-style-type: none"> <li>• <b>(K)</b> Describe the simple physical properties of a variety of everyday materials</li> <li>• <b>(K)</b> Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> <li>• <b>(WS)</b> Observing closely, using simple equipment</li> <li>• <b>(WS)</b> Identifying and classifying</li> <li>• <b>(WS)</b> Asking simple questions and recognising that they can be answered in different ways</li> <li>• <b>(WS)</b> Using their observations and ideas to suggest answers to questions</li> <li>• <b>(WS)</b> Gathering and recording data to help in answering questions.</li> <li>• <b>(WS)</b> Performing simple tests</li> </ul>
Types of Animals	<ul style="list-style-type: none"> <li>• <b>(K)</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• <b>(K)</b> Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• <b>(WS)</b> Observing closely, using simple equipment</li> <li>• <b>(WS)</b> Identifying and classifying</li> <li>• <b>(WS)</b> Gathering and recording data to help in answering questions.</li> </ul>
Identifying Materials	<ul style="list-style-type: none"> <li>• <b>(K)</b> Distinguish between an object and the material from which it is made</li> <li>• <b>(K)</b> Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>• <b>(WS)</b> Observing closely, using simple equipment</li> <li>• <b>(WS)</b> Identifying and classifying</li> <li>• <b>(WS)</b> Performing simple tests</li> <li>• <b>(WS)</b> Asking simple questions and recognising that they can be answered in different ways</li> <li>• <b>(WS)</b> Using their observations and ideas to suggest answers to questions</li> <li>• <b>(WS)</b> Gathering and recording data to help in answering questions.</li> </ul>