

Living Things & Their Habitats

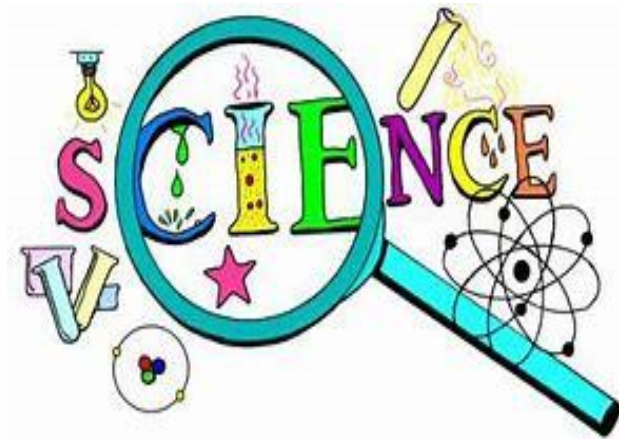
Plants – I can:

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees.



How to support science discovery and learning at home

- be brave and let them loose in the kitchen – making mixtures from the contents of the cupboard is a brilliant way to spend a wet afternoon <http://www.science-sparks.com/2013/04/27/kitchen-science-round-up>
- cook together – being able to plan and cook a balanced meal is a vital life skill and often much more enjoyable when the children get involved <http://www.bbcgoodfood.com/recipes/category/family-kids>
- get out and about hunting for mini-beasts - building houses for the caterpillars and ladders for spiders is loads of fun <http://www.woodlandtrust.org.uk/naturedetectives>
- find a patch of soil in the garden and plant your own veg – it's rewarding, it's cost effective and it's tasty <http://naturallysavvy.com/live/10-fruits-and-vegetables-to-plant-with-your-kids>
- if you get the chance visit museums and exhibitions – the majority are free and often have special events on during school holidays <https://www.dayoutwiththekids.co.uk/things-to-do/yorkshire/west-yorkshire/leeds/sightseeing/museums-art-galleries>



Year 1

The national curriculum for science aims to ensure that all pupils:

develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them are equipped with the scientific knowledge required to understand the uses and implications of science today and for the future.

DfE Science Curriculum 2014

At Meltham Moor we aim to deliver the science curriculum through as many practical, hands on lessons as possible. Lots of key English and maths skills are needed to complete the work and large elements of geography and history are taught alongside the science.

The children are expected to use key scientific vocabulary accurately and precisely. It can be tricky to understand this specialist vocabulary. It is important that the children build up this extended vocabulary in order for them to access the KS2, KS3 & KS4 science curriculum. By encouraging your child to use key words and discussing their meaning it will really help them to develop their understanding and enjoyment of science as well as setting down solid foundation stones for later progression.

Set out below are the topics and areas of study for Year 1. Although split over the year the topics are not taught discretely and we aim to include as many cross-curricular links as possible. Working scientifically specifies the understanding of the nature, processes and methods of science for each year group. It is not taught as a separate strand but woven throughout each topic.

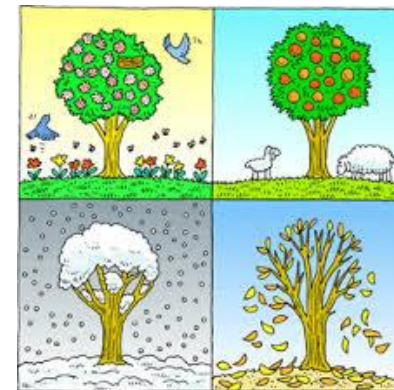
Working Scientifically (*Key Stage One*) I can:

- ask simple questions and recognising that they can be answered in different ways
- observe closely, using simple equipment
- perform simple tests
- identify and classify different objects
- use my observations and ideas to suggest answers to questions
- gather and record data to help in answering questions.



Seasonal Changes - I can:

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.



Everyday Materials - I can:

- 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

Animals (*including humans*) I can:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense