



| Year 1 – Plants Unit | | | | |
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| Lesson Intention | National Curriculum Reference | Scientific Enquiry Covered | Rocket Words Covered | Resources Needed |
| Understand that seeds grow into plants | Become familiar with common names of flowers and plant structures including seeds | Ask simple questions Observe closely and use simple equipment Use their observations and ideas to suggest answers to questions | seed plant tree soil predict | Variety of seeds, planting equipment: cups, soil, labels, water. Story of Jack and the Beanstalk. |
| Identify the basic parts of a plant and tree | Identify and describe the basic structure of a variety of common flowering plants, including trees Become familiar with common names of flowers and plant structures | Identify and classify Compare and contrast familiar plants Draw diagrams showing the parts of different plants, including trees | stem petal leaf root flower | 2 or 3 fully grown garden plants in pots. Paper and pens for drawing or coloured card, scissors and glue. |
| Understand that different plants can grow in the same environment | Identify and name a variety of common wild and garden plants | Identify and classify Gather and record data Describe how they are able to identify and group different plants Compare and contrast what they have found out about different plants | environment weed daisy dandelion wild | Clipboards and pens if going on a walk. Scissors and glue if sorting the pictures. |
| Know the difference between deciduous and evergreen trees | Identify and name a variety of deciduous and evergreen trees | Observe closely, using simple equipment | deciduous evergreen seasons branch bush | Crayons and paper for leaf rubbing; a selection of leaves for children to examine; microscopes or magnifying glasses. |
| Know that fruit trees and vegetables are varieties of plants | Understand how plants change over time | Observe closely Identify and classify Use their observations and ideas to suggest answers to questions Gather and record data to help in answering questions | supermarket fruit vegetable farm tractor | A selection of fruits and vegetables and their seeds or stones. Tools for cutting. |
| Record the growth of a plant | Observe the growth of planted flowers Become familiar with plant structures Keep records of how plants change over time | Observe closely Gather and record data | growth seedling young plant adult plant observe | The plants from Lesson 1. Ruler. |



Year 1- Animals, including humans 1 - All about me Unit

| Lesson Intention | National Curriculum Reference | Scientific Enquiry Covered | Rocket Words Covered | Resources Needed |
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| Discover the basic parts of the human body | Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense | Identify and classify | head body skeleton limb joint | Class presentation, pen, pencil, wallpaper, marker pens. |
| Learn about eyes and sight | Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense | Perform simple tests Gather and record data to help in answering questions | brain eyelash eye sight pupil | Class presentation, drawing materials. |
| Learn about ears and hearing | Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense | Perform simple tests Gather and record data to help in answering questions | sound ear sign language vibration deafness | Class presentation, pen, pencil, a range of instruments or different objects to create sounds |
| Explore the tongue and taste | Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense | Use observations and ideas to suggest answers to questions | tongue mouth taste flavour sweet | Class presentation, bread dipped or spread with a variety of different flavours for children to taste. You could use marmite, honey, jam, lemon juice, cream cheese, olive oil. You could also include a variety of fruits and vegetables. |
| Explore the sense of touch | Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense | Gather and record data to help in answering questions | touch fingertips skin organ brain | Class presentation, range of classroom objects. |
| Discover how your nose smells | Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense | Identify and classify | smell odour nose nostril nose hair | Class presentation, a selection of containers suitable for putting food in. A range of food to smell; for instance, vinegar, garlic, cinnamon sticks, fruits, washing up liquid, liquid hand soap, cheese, crisps, chocolate and onion. |



| Year 1 - Animals, including humans 2 - All about animals Unit | | | | |
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| Lesson Intention | National Curriculum Reference | Scientific Enquiry Covered | Rocket Words Covered | Resources Needed |
| Discover animal families | Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals | Group and sort | fish amphibian reptile mammal bird | Class presentation, scissors, glue, pen and pencil. |
| Learn about the differences between mammals and birds | Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) | Use observations and ideas to suggest answers to questions Group and sort | feather warm-blooded characteristic backbone hatchling | Class presentation, scissors, glue, pen and pencil. |
| Learn about the differences between amphibians, reptiles and fish | Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) | Use observations and ideas to suggest answers to questions Group and sort | amphibian reptile gills scale cold-blooded | Class presentation and handout to play the game. |
| Discover the types of food living things eat | Identify and name a variety of common animals that are carnivores, herbivores and omnivores | Use observations and ideas to suggest answers to questions Group and sort | herbivore carnivore omnivore predator canines | Class presentation. |
| Explore the difference between wild animals and pets | Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) | Use observations and ideas to suggest answers to questions Group and sort | pet wild shelter veterinary natural | Class presentation, pen and pencil. |
| Explain the characteristics of an animal | Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals | Use observations and ideas to suggest answers to questions Group and sort | similarities differences compare unsuitable climate | Class presentation. |



| Year 1 - Everyday Materials - Exploring Everyday Materials Unit | | | | |
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| Lesson Intention | National Curriculum Reference | Scientific Enquiry Covered | Rocket Words Covered | Resources Needed |
| Identify and name a variety of everyday materials | Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock | Identify and classify | material fabric wood plastic metal | Squares of fabric, wood, plastic, metal and a bag. |
| Distinguish between an object and the material it is made from | Distinguish between an object and the material it is made from | Use observations and ideas to suggest answers to questions | object glass property brick elastic | Everyday objects from the classroom. |
| Describe the properties of everyday materials | Describe the simple physical properties of a variety of everyday materials | Perform simple tests Gather and record data to help in answering questions | property opaque transparent dull stiff | A selection of everyday objects that match the handout. |
| Identify objects that are natural and those that are manmade | Compare and group together a variety of everyday materials on the basis of their simple physical properties | Identify and classify | natural man made factory rubber polyester | Scissors and a glue stick. |
| Predict and identify if an object will float or sink | Compare and group together a variety of everyday materials on the basis of their simple physical properties | Perform simple tests | predict float sink submerge buoyant | Bowls of water. A selection of objects to investigate. |
| Explore which materials are best for different objects | Describe the simple physical properties of a variety of everyday materials | Perform simple tests Identify and classify Use observations and ideas to suggest answers to questions Gather and record data to help in answering questions | absorbent sponge waterproof umbrella soak | Sponges, paper towels, paper, cloth, tin foil, cut up plastic bag, tray and water. |



Year 1 - Everyday Materials - Building Unit based on the Three Little Pigs.

| Lesson Intention | National Curriculum Reference | Scientific Enquiry Covered | Rocket Words Covered | Resources Needed |
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| Build a structure strong enough to withstand wind | Describe the simple physical properties of everyday materials | Perform simple tests | solid strong brick clay wind | Hairdryer/fan, a selection of materials for children to explore and select to build their house and adhesives. |
| Build a waterproof structure | Compare and group together a variety of everyday materials on the basis of their simple physical properties | Perform simple tests | waterproof absorbent non-absorbent roof slate | A selection of materials for children to test if they are waterproof (as a class), a selection of materials for children to build their roofs, adhesives, a sponge and a small bowl of water. |
| Understand the properties of glass and its uses | Describe the simple physical properties of everyday materials | Use observations and ideas to suggest answers to questions | transparent opaque suitable window pane window frame | Clear plastic or acetate, card and sticky tape. |
| Understand that materials are used to create a variety of furniture | Describe the simple physical properties of everyday materials | Use observations and ideas to suggest answers to questions | fabric furniture cotton mattress soft | Class presentation, pen and pencils, craft materials and fabrics. |
| Explore a variety of fabrics and understand their different properties | Compare and group together a variety of everyday materials on the basis of their simple physical properties | Identify and classify | wool weather jumper suitable waterproof | Class presentation and clothing. |
| Explain the uses of materials and why they are suitable | Describe the simple physical properties of everyday material | Use observations and ideas to suggest answers to questions | evaluate material properties tile garden | Class presentation, pen and pencil. |



| Year 1 - Seasonal Changes Unit | | | | |
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| Lesson Intention | National Curriculum Reference | Scientific Enquiry Covered | Rocket Words Covered | Resources Needed |
| Understand there are four seasons | Observe changes across the four seasons | Using their observations and ideas to suggest answers to question | season spring summer autumn winter | A large measuring bowl for collecting rainwater. Colouring and drawing resources. |
| Understand the changes that take place in autumn | Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies | Using their observations and ideas to suggest answers to question | autumn hibernate weather protect harvest | Rain gauges, drawing and colouring resources if designing the den, or junk modelling resources if creating a model. |
| Understand the changes that take place in winter | Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies | Using their observations and ideas to suggest answers to questions | winter weather frost sleet temperature | Rain gauges. |
| Understand the changes that take place in spring | Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length | Identifying and classifying | spring compare changes grow chick | Rain gauge, scissors and glue. |
| Understand the changes that take place in summer | Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies | Using their observations and ideas to suggest answers to questions | summer warm sun protection temperature heatwave | Rain gauges, drawing and colouring resources. |
| Investigate how you can measure rainfall | Observe and describe weather associated with the seasons and how day length varies | Performing simple tests Gathering and recording data to help in answering questions | rainfall measuring record results graph | The rainwater collected over five weeks. Writing and colouring resources. |