

Year 1			
	Autumn	Spring	Summer
Year 1 Objectives	Everyday materials <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, 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 physical properties. 	Plants <ul style="list-style-type: none"> Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen Identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers. 	Animals including humans <ul style="list-style-type: none"> 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.
Key Vocabulary	Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through.	Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud Names of trees in the local area Names of garden and wild flowering plants in the local area.	<ul style="list-style-type: none"> Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves Names of animals experienced first-hand from each vertebrate group Parts of the body Senses – touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue.
Year 1 Objectives	Season changes <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. 	Season changes <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. 	Season changes <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.
Key Vocabulary	Weather (sunny, rainy, windy, snowy etc.) <ul style="list-style-type: none"> Seasons (winter, summer, spring, autumn) Sun, sunrise, sunset, day length 	Weather (sunny, rainy, windy, snowy etc.) <ul style="list-style-type: none"> Seasons (winter, summer, spring, autumn) Sun, sunrise, sunset, day length 	Weather (sunny, rainy, windy, snowy etc.) <ul style="list-style-type: none"> Seasons (winter, summer, spring, autumn) Sun, sunrise, sunset, day length