Hallcroft Infant & Nursery School

Science Lesson Sequence

Summer 2 - Year 1 **Making Connections:** Investigating science through stories	**What we already know, remember and can do:**
	• Name the four seasons in order and describe the typical weather in each. • Identify animal features. • Recall what carnivores, herbivores and omnivores eat. • Recall animal groups and identify what they have in common. This unit revises and builds on learning from the previous Year 1 units.

	Learning Objective	What children will know and remember (Substantive)	What children will be able to do (Disciplinary)	Revisited Vocabulary	New Vocabulary
1	**Learning Objective** **Knowledge** - To observe changes across the seasons. **Working scientifically** To spot patterns in data.	✓ I can identify changes that occur in each season. ✓ I can name and order of the four seasons: spring, summer, autumn and winter. ✓ I can identify the weather associated with the four seasons and how it changes (in the UK). Science in action To know about a range of jobs and careers that use scientific knowledge and methods.	✓ I can recognise that there are different types of enquiry (ways to answer a question). ✓ I can use data to spot patterns ✓ I can use data to answer a question.	measure pattern data life cycle season trunk weather	measure pattern data life cycle season trunk weather
2	**Learning Objective** **Knowledge** - To describe and compare the features of animals. **Working scientifically** To carry out research to find specific information.	✓ I can identify a variety of common animals (including fish, amphibians, reptiles, birds and mammals). ✓ I can describe the main body parts of common animals (arms, legs, wings, tails, fins, head, trunk, horns/tusks and shell)	✓ I can use a website to find answers to questions.	bird feature mammal	compare difference research similarity

		✓ I can identify similarities and differences ✓ Science in action: I know about a range of jobs and careers that use scientific knowledge and methods.			
3	**Learning Objective** **Knowledge** - To identify differences in animal features. **Working scientifically:** To use a ruler to measure.	✓ I can identify differences in animal footprints. ✓ I can identify a variety of common animals (including fish, amphibians, reptiles, birds and mammals). ✓ I know the main body parts of common animals (arms, legs, wings, tails, fins, head, trunk, horns/tusks and shell).	✓ I can measure the length of animal footprints. ✓ I can use standard units and read simple scales to measure and compare. ✓ I can use simple measuring equipment to make approximate measurements. ✓ I can use data to answer questions.	amphibian bird fish mammal reptile	compare differences measure similarities
4	**Learning Objective** **Knowledge** – To describe the properties of everyday materials. **Working scientifically** To plan how to carry out a test.	✓ I can use natural materials to make an animal home. ✓ I know a variety of everyday materials, including wood, plastic, glass, metal, water and rock. ✓ I know that property refers to how a material can be described. ✓ I can describe the physical properties of a variety of everyday materials.	✓ I can suggest how to test something to see if it is waterproof. ✓ I can recognise if a test is fair. ✓ I can use my results to answer simple questions.	material natural object test	predict property waterproof

	Learning Objective **Knowledge** – To identify animals that are carnivores, herbivores and omnivores.	✓ I can explain the difference between carnivores, herbivores and omnivores. ✓ I can group birds according to what they eat.	✓ I can use natural materials to make a bird feeder.	carnivore diet group herbivore hunt omnivore	carnivore diet group herbivore hunt omnivore
5 **Outcome**					