Additional advice for Y1 teachers

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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Plants, Seasonal Change, Weather |  | Plants, Seasonal Change, Weather |  | Plants, Seasonal Change, Weather |  | Plants, Seasonal Change, Weather |  | Plants, Seasonal Change, Weather |  | Plants, Seasonal Change, Weather |  |
| OTHER UNITS TO FIT IN DURING THE YEAR* Human body, senses, humans are animals
* Animals – features of an animal, different animals, features of different animal groups
* Materials – everyday materials (x2 half terms possibly with a different context each time or testing different properties linked to a context)
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| Science should be taught EVERY half term to ensure consistency with skills and to provide enough time to immerse the children with the PLANT, SEASONAL CHANGE and WEATHER learning opportunities required to embed genuine understanding. It is important that science is taught every half term to ensure full coverage of all key learning, to ensure regular working scientifically opportunities which support skill progression and to ensure the status of science as a core subject is raised.**Nature journals: Recording observations over time for seasonal changes, plants, weather and length of day (linked to the PLANTS and SEASONAL CHANGES ongoing unit plans)**Once or twice per month children should visit an outdoor setting and record their observations linked to plants, weather and/or seasonal change. A nature journal and class displays can be used to record children’s use of vocabulary, their thinking and questions, detailed observational drawings, annotated photographs, diaries, collections of data, sorting opportunities, etc.A suggestion for how this might be planned and organised throughout the year has been included below. This should be shared with EYFS colleagues to ensure a wide range of opportunities are planned for across the age phases and to avoid repetition.  |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| PLANTS Introducing parts of a plant Plant hunt in school grounds Observing / drawing leaf shapes Recording observations Introducing identification charts (leaves / common plants) | PLANTS Harvesting: comparing vegetables and fruit Which part do we eat? Investigating e.g. pumpkins Trees and signs of autumn (deciduous) -first leaves to change colour, last leaf to fall from their chosen tree – photo their tree twice a week for a month – then continue with a pic each half term Colours of autumn describing Autumn – poetry / writing Deciduous v Evergreens – link with Christmas trees. | PLANTS First signs of bulbs (snowdrop, crocus, daffodil, tulip). Identify some common flowers from bulbs Visit a garden centre or local allotment or interview a real gardener to ‘ask an expert’. Identifying colours in the plants this season describing Winter – poetry / writing | PLANTS First signs of…* twigs and buds
* first leaf to appear &
* first tree to flower/blossom

 describing Spring – poetry / writing What is my tree like this month? | PLANTS Planting crops in school grounds – leaf variety (spinach, lettuce), root variety (radish, spring onions, potato, carrot) Planting wildflower plot – predicting what will grow and what they will expect | PLANTS Identifying plant colours this season Leaf shape variation in school garden Identify some common vegetable / fruit plants / weeds / wildflowers What is my tree like this month? |

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| SEASONAL CHANGE Find a favourite spot by a tree in the school grounds / local area.What do they notice about their location – see, hear, smell, touch? What is the weather like today? How will they remember their favourite spot?Photograph it regularly – what changes occur? | SEASONAL CHANGE Indicators of autumn - Leaves changing colour Decreasing day length – link with bonfire night activities and clocks changing – clothes we wear this season - reflective materials for safety clothing What do we like about autumn? - Interview a family member Shortest day in December– daylight hours noted - is it dark at 4pm, 5pm, 6pm, 7pm, 8pm, 9pm, 10pm? Put class teddy to bed as soon as it goes dark and keep a class journal – different child to take home each week for a night. Record on class chart throughout year.Light festivals e.g. Diwali | SEASONAL CHANGE First signs of … Clothes worn in this season – keeping us warm What do we like about winter months? - Interview a family member | SEASONAL CHANGE Indicators of spring What happens when the clocks change? – daylight hours noted - is it dark at 4pm, 5pm, 6pm, 7pm, 8pm, 9pm, 10pm? | SEASONAL CHANGE Clothes worn in this season – summer uniform, trip to the seaside, sun protection– change in season | SEASONAL CHANGE Longest day – June daylight hours noted - is it dark at 4pm, 5pm, 6pm, 7pm, 8pm, 9pm, 10pm? What do we like about summer? - Interview a family member Summer clothes – protecting ourselves in the sun Summer activities – how do we know it is summer? |
| WEATHER Record weather (incl temperature) Sun and cloud cover Weather in other places around the world – link with holidays and geog. theme | WEATHER Record weather (what do we notice about the temperature this half term) Rain and floods, wind Consider the clothes we wear to keep us warm and reflective materials on clothes to keep us safe. Organise an autumn picnic | WEATHER Record weather Frost, ice and snow Ice sculptures – how long to melt indoors compared with outdoors? Organise a winter picnic | WEATHER Record weather – what do we notice compared with autumn and winter? How has the temperature changed? Cloud cover World water day – March 22nd ‘Mission: Explore - Water’ Organise a Spring picnic | WEATHER Record weather Cloud and rainfall Collect rainwater and measure (link with April Showers song) | WEATHER Record weather- how is it different this term? Sunny spots and Shady spots Organise a summer picnic – clothes, sun protection, food, summer activities |
| Individual weather diary - OCT |  | Individual weather diary - JAN |  | Individual weather diary - APR | Individual weather diary - JUN |