



Caring, Successful,
Happy Learners

Learning Organiser **Science:** Exploring the Wider World

Year 1
Summer Term

British and School Values				Basic Skills (Reading & Communication)	Personal Development Positive mental and physical well being	Wonderful Words (Vocabulary & Quality Texts)	Memorable Experiences
respect	caring	safety	best				

Working Scientifically					
Questioning	Testing	Observing	Gathering & recording data	Identifying & classifying	Suggesting answers to questions
To ask questions using sentence stems such as how and why with support.		-With help, to observe closely using simple equipment. -To observe changes over time with an adult modelling.	-With support, to answer questions by using secondary sources of information. -To draw on a pictogram or other chart prepared by the teacher and create class bar charts.	-To begin to group and classify.	-To say what their observations show. They can draw simple conclusions and explain what they did. -To begin to use simple scientific vocabulary.

Key Substantive “sticky” Knowledge I know...	Key Disciplinary Knowledge & Skills I can...
<p>Seasonal Changes -Some trees keep all of their leaves all year and other trees grow them again during spring. -In Summer the weather is warmer. The days are longer and the nights are shorter. The trees and flowers are in full bloom.</p> <p>Plants -Growing locally there will be a vast array of plants. -The names for common trees and plants. -Plants can be identified by looking at the key characteristics of the plant.</p>	<p>-Describe how our environment has changed over each season. -Describe the weather that we would expect to see in Summer and how this effects our environment. -Use simple charts etc. to identify plants. -Collect information on features that change during the year.</p>

Learning Sequence			
	Substantive knowledge	Disciplinary knowledge	Activity
1	-Growing locally there will be a vast array of plants. -The names for common trees and plants.	-To say what their observations show. They can draw simple conclusions and explain what they did. -Use simple charts etc. to identify plants.	Use simple charts etc. to identify trees & plants. Collect information on features that change during the year.
2	-Plants can be identified by looking at the key characteristics of the plant.	-Collect information on features that change during the year.	Use photographs to talk about how trees change overtime.
3	-Some trees keep all of their leaves all year and other trees grow them again during spring. -In Summer the weather is warmer. The days are longer and the nights are shorter. The trees and	-With help, to observe closely using simple equipment. -To observe changes over time with an adult modelling. -To draw on a pictogram or other chart prepared by the teacher and create class bar charts. -Describe how our environment has	Describe how our environment has changed over each season.

		4	flowers are in full bloom.	changed over each season. -Describe the weather that we would expect to see in Summer and how this effects our environment.	Describe the weather that we would expect to see in Summer and how this effects our environment.
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Prior Knowledge I remember	Wonderful Words Key Vocabulary		Planned Investigation, Experiences and Enrichment
	Known Vocabulary	New Vocabulary	
<ul style="list-style-type: none"> -What trees and plants were like in Autumn, Winter and Spring. -How the seasons change over time and that impacts on plants and trees. -The names of the parts of a plant. -The parts of the plant can look different. -Observing different plants and seeds 	Known Vocabulary In addition to FS2 Seasonal language: daylight, sunrise, sunset, day length, temperature	Different types of plants and trees: Daffodil, tulip, rose, dandelion, buttercup, daisy, oak, holly, hazel, horse chestnut, sycamore, ash, deciduous, evergreen	Investigation Ideas What plants grow in our local area? (pattern seeking) Enrichment Opportunities -Going on a plant scavenger hunt

Key Substantive “sticky” Knowledge I know...	Key Disciplinary Knowledge & Skills I can...
Animals including humans -Animals eat certain things; some eat other animals, some eat plants, some eat both plants and animals. -The names of animals experienced first-hand from each vertebrate group.	-Describe what some animals eat -Can use secondary resources to find out what animals eat, including talking to experts e.g. pet owners, zoo keepers etc.

Learning Sequence			
	Substantive knowledge	Disciplinary knowledge objective	Activity
1	-The names of animals experienced first-hand from each vertebrate group.	-To begin to group and classify.	Sort animals of the rainforest into animal groups.
2	-Animals eat certain things; some eat other animals, some eat plants, some eat both plants and animals.	-To begin to use simple scientific vocabulary.	Identify a range of animals that are herbivores, carnivores and omnivores
3		-Describe what some animals eat	Identify rainforest animals as carnivores, herbivores and omnivores.
4		-To ask questions using sentence stems such as how and why with support. -With support, to answer questions by using secondary sources of information. -Can use secondary resources to find out what animals eat, including talking to experts e.g. pet owners, zoo keepers etc.	Investigate a chosen animal in terms of animal grouping, habitat, diet, characteristics

Prior Knowledge I remember	Wonderful Words Key Vocabulary		Experiences and Enrichment
-Know that animals can be sorted according to their features and the names of these groups.	Known Vocabulary Amphibian, birds, reptiles, mammals & fish Names of animals from each vertebrate group	New Vocabulary Carnivore: Animals that mostly eat meat. Herbivore: Animals that only eat plants. Omnivore: Animals that eat both plants and meat.	Researching into a chosen animal. Zoo visit