



Caring, Successful,
Happy Learners

Learning Organiser **Science**: There's No Place Like Home

Year 1
Autumn 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 explore the world around them. | To begin to recognise that questions can be answered in different ways. To carry out simple tests supported / scaffolded by adults. | With help, to observe closely using simple equipment.. | To talk about results in everyday terms (eg. this one is bigger). | To make simple comparisons and groupings that relate to differences and similarities between objects, materials and living things. To draw or state what happened. | |

| Key Substantive "sticky" Knowledge I know... | Key Disciplinary Knowledge & Skills I can... | Learning Sequence | | | |
|--|--|-------------------|---|--|--|
| <p>Plants</p> <ul style="list-style-type: none"> The name of the parts of a plant and can identify them Plants have common parts but they vary between the different types of plants. <p>Animals including Humans</p> <ul style="list-style-type: none"> The names for the main parts of the human body <p>Seasonal Changes</p> <ul style="list-style-type: none"> In Autumn the weather gets colder. Days are shorter and nights are longer. Some trees keep all of their leaves and other trees lose their leaves in Autumn. | <ul style="list-style-type: none"> Describe some of the key features of plants eg. Shape of the leaves, colour blossom etc. Make close observations of leaves, seeds, flowers etc. Compare two leaves, seeds, flowers etc. Sort and group parts of plants using similarities and differences. Label / draw the parts of the body. Make observations about the natural environment. | | | | |
| | | | Substantive knowledge | Disciplinary knowledge objective | Activity |
| | | 1 | The names for the main parts of the human body | Label / draw the parts of the body. | Label using post it notes / premade labels parts of the body in pairs / groups. |
| | | 2 | Name parts of a plant and can identify them | Label / draw the parts of a plant. | Labelling the parts of a plant and their importance |
| | | 3 | | Sort and group parts of plants using similarities and differences. Describe some of the key features of plants eg. Shape of the leaves, colour blossom etc. Make close observations of leaves, seeds, flowers etc. | Sorting and grouping plants / trees according to their attributes. |
| | | 4 | Plants have common parts but they vary between the different types of plants. | WS - With help, to observe closely using simple equipment. Compare two leaves, seeds, flowers etc. | Comparison of two flowers / leaves. Children using magnifying glasses to look closely, iPads to take photographs on and pencils to draw and label what |

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| | | | they can see. Extend to using a flow chart to classify. |
| | | 5 | In Autumn the weather gets colder. Days are shorter and nights are longer. |
| | | 6 | Some trees keep all of their leaves and other trees lose their leaves in Autumn. |
| | | | Make observations about the natural environment. |
| | | | WS - To explore the world around them. |
| | | | Class discussion about the changes that we would expect to see in Autumn |
| | | | Photograph the school environment and the signs of Autumn that they can see. Investigation (over the year)– Do the seasons change our outdoor area? |

| Prior Knowledge I remember | Wonderful Words Key Vocabulary | | Planned Investigation, Experiences and Enrichment |
|---|--|--|--|
| <ul style="list-style-type: none"> Looking after our environment and ways that we can do this. Making observations about the natural world around me. Plants, animals and humans grow and change. The 4 seasons and observing the changes that occur during each one. Describing the different types of weather. | Known Vocabulary | New Vocabulary | <ul style="list-style-type: none"> Do trees with bigger leaves lose their leaves first in Autumn? (Pattern seeking) How do cress seeds change through the week? (Observing over time) Planning how to arrange the flowers in a garden (Sorting and classifying) Designing their own plant (Research) Do all trees lose their leaves in October? (Observing over time) Autumn Walk harvest celebration |
| | <p>Plant Plant, leaf, stem, root, flower, petal, seed, fruit, vegetable, grow, shoot</p> <p>Human & Animal Parts of the body: Eyes, nose, ears, mouth, head, legs, arms, hands</p> <p>Weather: Autumn: Season Spring, summer, autumn, winter, seasons, sunny, cloudy, hot, warm, cold, shower, raining, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbow,</p> | <p>New Vocabulary</p> <p>Flower/ blossom: The part of the plant that is often brightly coloured.</p> <p>Fruit: Fleshy part of a plant that grows under the ground.</p> <p>Trunk: Large main stem of a tree.</p> <p>Branch: Part of a tree that grows out from the trunk.</p> <p>Stem: The upright main stalk of a plant.</p> <p>Bark: The outer covering of a tree trunk.</p> <p>Bulb:</p> <p>Parts of the body: neck, elbows, shoulder, wrist, fingers, ankle, toes, knee, thumb, teeth</p> <p>Seasonal language: daylight, sunrise, sunset, day length, temperature</p> | |

| Key Substantive “sticky” Knowledge I know... | Key Disciplinary Knowledge & Skills I can... | Learning Sequence | | |
|--|--|-----------------------|----------------------------------|----------|
| <p>Materials</p> <ul style="list-style-type: none"> All objects are made of one or more materials. | <ul style="list-style-type: none"> Classify objects made of one material in | Substantive knowledge | Disciplinary knowledge objective | Activity |
| | | 1 | All objects are made of one | |

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| <ul style="list-style-type: none"> Some objects can be made from different materials e.g. plastic, metal or wooden spoons. | <ul style="list-style-type: none"> different ways e.g. a group of objects made of metal Classify in different ways one type of object made from a range of materials e.g. a collection of spoons made of different materials | | or more materials. | | plastic, wood, metal, glass, fabric. Scribe the children's ideas. |
| | | 2 | | WS - To make simple comparisons and groupings that relate to differences and similarities between objects, materials and living things. Classify objects made of one material in different ways e.g. a group of objects made of metal | Sorting a variety of everyday objects by their material. |
| | | 3 | Some objects can be made from different materials e.g. plastic, metal or wooden spoons. | WS - To begin to recognise that questions can be answered in different ways. Classify in different ways one type of object made from a range of materials e.g. a collection of spoons made of different materials | Looking at cups – plastic, glass, metal, paper, pot? Class / group discussion – what is good about each of these materials for a cup? What doesn't work as well? When would I use one type rather than another. |
| | | 4 | | WS - To carry out simple tests supported / scaffolded by adults. | Investigation – what material is the most [insert property]? Links to DT Record answers in a table. |
| | | 5 | | WS - To draw or state what happened. -To talk about results in everyday terms (eg. this one is bigger). | Children write / T scribes what they have found out. |

| Prior Knowledge I remember | Wonderful Words Key Vocabulary | | Planned Investigation, experiences and Enrichment |
|------------------------------------|---|---|--|
| | Known Vocabulary | New Vocabulary | |
| | Materials: Plastic, wood, metal, fabric Property vocabulary: hard, soft, shiny, rough, smooth, bendy | Material: What an object is made from. Object: A thing that can be used eg. door, chair, coat. Materials: Glass, paper, rock. Property vocabulary: Stretchy, stiff, dull, not bendy, | <ul style="list-style-type: none"> Which material is waterproof? (Sorting and classifying) Which objects are strong? (Pattern seeking) What materials can we find outside / |

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| | | waterproof, not waterproof, transparent, absorbent, not absorbent. | inside? (Research) |
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