



Yearly Overview Jeffers Class



Term 1: Animals including Humans

EYFS Aims	Year 1 - National Curriculum Objectives	Key Knowledge	Vocabulary	Key Scientists
<p>Explore the natural world around them, making observations and drawing pictures of animals. Children know about similarities and differences in relation to living things. Be able to identify different parts of their body. Be able to show care and concern for living things. Can talk about things they have observed including animals.</p>	<p>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.</p>	<p>There are many different animals with different characteristics. Animals have senses to help individuals survive. When animals sense things they are able to respond. Animals need food to survive. Animals need a variety of food to help them grow, repair their bodies, be active and stay healthy.</p>	<p>Amphibians, birds, fish, mammals, reptiles, carnivores, herbivore, omnivore, sight, hearing, touch, taste, smell, head, neck, ear, mouth, shoulder, hand, fingers, leg, foot, thumb, eye, nose, knee, toes, teeth, elbow.</p>	<p>Chris Packham (Animal Conservationist)</p>
<p>Key Question(s):</p>	<p>Working Scientifically opportunities:</p>	<p>Big Question - Assessment opportunity</p>	<p>Linked Texts</p>	



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<p>What do animals eat?</p> <p>Do all animals eat the same food?</p> <p>Which of our senses is the most accurate at identifying food?</p> <p>Do all animals hunt?</p> <p>Why are animals' different colours and patterns?</p>	<p>Competitive tests - Is our sense of smell better when we can't see?</p> <p>Identify and Classify - How can we organise all the zoo animals? What are the names for all the parts of our bodies?</p> <p>Observation Overtime - How does my height change over the year?</p> <p>Pattern Seeking - Do you get better at smelling as you get older?</p> <p>Research - Do all animals have the same senses as humans?</p>	<p>What are animals like?</p>	<p>The Big Book of the Blue (Yuval Zommer)</p> <p>The Big Book of Bugs (Yuval Zommer)</p> <p>A Butterfly Is Patient (Dianna Hutts Aston & Sylvia Long)</p> <p>The Bee Book (Charlotte Milner)</p> <p>Snail Trail (Ruth Brown)</p> <p>Superworm (Julia Donaldson & Axel Scheffler)</p> <p>The Coral Kingdom (Laura Knowles & Jennie Webber)</p>	
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Term 2: Everyday Materials (Linked in to learning with Connections).

EYFS Aims	Year 1 - National Curriculum Objectives	Key Knowledge	Vocabulary	Key Scientists
<p>Understand some important processes and changes, including the changing states of matter.</p> <p>Children know about similarities and differences in relation to objects.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another in relation to the objects within them.</p> <p>Be able to ask questions about the objects they use.</p> <p>Manipulates materials to achieve a planned effect.</p>	<p>Distinguish between and object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, metal, plastic, glass, water and rock,</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple properties.</p>	<p>There are many different materials that have different describable and measurable properties.</p> <p>Materials that have similar properties are grouped into metals, rocks, fabrics, wood, plastic and ceramics (including glass).</p> <p>The properties of a material determine whether they are suitable for a purpose.</p>	<p>Hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy/not bendy, waterproof/not waterproof, absorbent, opaque,</p>	<p>Roger Bacon (Invented the first magnifying glass)</p> <p>https://opticsmag.com/who-invented-the-magnifying-glass/</p>
Key Question(s):	Working Scientifically opportunities:	Big Question - Assessment opportunity	Linked Texts	
<p>Theme: Rockets.</p> <p>Plan to investigate a couple of classes of materials and</p>	<p>Competitive tests - Which materials are the most flexible? Which materials are</p>	<p>What are the things I use made from?</p>	<p>The Three Little Pigs (Lesley Sims)</p>	



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<p>properties in this topic so children get a depth of experience and cover all the classes of materials over the key stage.</p>	<p>the most absorbent? Which material would be best for the roof of the little pig's house?</p> <p>Identify and Classify - We need to choose a material to make an umbrella. Which materials are waterproof?</p> <p>Observation Overtime - What happens to materials over time if we bury them in the ground? What happens to shaving foam over time?</p> <p>Pattern Seeking - Is there a pattern in the types of materials that are used to make objects in a school?</p> <p>Research - How are bricks made? Which materials can be recycled?</p>		<p>The Building Boy (Ross Montgomery)</p> <p>A Planet Full of Plastic: and how you can help (Neal Layton)</p> <p>Take a look at Planet Earth through the magnifying glass (Igloo Books Ltd)</p>	
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Term 3: Seasonal Change - Focus is on Winter

EYFS Aims	Year 1 - National Curriculum Objectives	Key Knowledge	Vocabulary	Key Scientists
<p>Explore the natural world around them. Make comments and ask questions about the place they live in or the natural world. Develop an understanding of seasonal change. Observe and explain why certain things may occur (e.g. leaves falling off trees, weather changes). Looked closely at similarities, differences, patterns and change.</p>	<p>Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Weather can change There are lots of different types of weather: Rain, Sun, Cloud, Wind, Snow, etc Days are longer and hotter in the summer Days are shorter and colder in the winter There are four seasons: Spring, Summer, Autumn, Winter</p>	<p>Seasons, spring, summer, autumn, winter, windy, sunny, overcast, snow, rain, temperature</p>	<p>Holly Green (Meteorologist)</p>
Key Question(s):	Working Scientifically opportunities:	Big Question - Assessment opportunity	Linked Texts	
<p>Why do more frequent days of rain saturate the ground? How long does it take for the ground to dry after it has been raining?</p>	<p>Competitive tests - In which season does it rain the most? Identify and Classify - How could you organise all the</p>	<p>What is it like in Winter, Spring, Summer and Autumn?</p>	<p>Tree: Seasons Come, Seasons Go (Patricia Hegarty and Britta Teckentrup) One Year with Kipper</p>	



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<p>Does more rain take longer to dry?</p> <p>Do countries with higher temperatures have less rain?</p> <p>How does rainfall and temperature change over time in our school grounds?</p> <p>Which leaf is the strongest/best shade cover/best at directing water?</p> <p>What do you notice about different leaves?</p> <p>What purpose to leaves serve for a tree?</p> <p>Why do you think leaves turn brown in Winter?</p> <p>What colours can we find outside? Does this change across the seasons?</p> <p>What effect does rain have on the environment?</p> <p>What would happen if there was too much rain?</p> <p>What would happen if there wasn't enough rain?</p>	<p>objects in the solar system into groups?</p> <p>Observation Overtime - How could you organise all the objects in the solar system into groups?</p> <p>Pattern Seeking - Does the wind always blow the same way?</p> <p>Research - Are there plants that are in flower in every season? What are they?</p>		<p>(Mick Inkpen)</p> <p>After the Storm (Nick Butterworth)</p> <p>Froggy Day (Heather Pindar & Barbara Bakos)</p> <p>Lila and the Secret of Rain (David Conway & Jude Daly)</p> <p>The Snowflake Mistake (Lou Treleaven and Maddie Frost)</p>	
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Term 4: Use of Materials (Linked in to learning with Connections).

EYFS Aims	Year 1 - National Curriculum Objectives	Key Knowledge	Vocabulary	Key Scientists
<p>Understand some important processes and changes, including the changing states of matter.</p> <p>Children know about similarities and differences in relation to objects.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another in relation to the objects within them.</p> <p>Be able to ask questions about the objects they use.</p> <p>Manipulates materials to achieve a planned effect.</p>	<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Materials can be changed by physical force (twisting, bending, squashing and stretching)</p>	<p>Waterproof, fabric, rubber, cars, rock, paper, cardboard, wood, metal, plastic, glass, brick, twisting, squashing, bending, matches, cans, spoons,</p>	<p>James Brindley (one of the early canal engineers who worked on some of the first canals of the modern era).</p> <p>https://canalrivertrust.org.uk/enjoy-the-waterways/canal-history/james-brindley-canal-pioneer#:~:text=The%20canals%20and%20rivers%20that,efficient%20and%20speedy%20transport%20system.&text=James%20Brindley%20(1716%2D1772),canals%20of%20the%20modern%20era.</p>
Key Question(s):	Working Scientifically opportunities:	Big Question - Assessment opportunity	Linked Texts	
Theme: Water		How do we choose the best material for a given purpose?		



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<p>Plan to investigate a couple of classes of materials and properties in this topic so children get a depth of experience and cover all the classes of materials over the key stage.</p>	<p>Competitive tests - Which shapes make the strongest paper bridge?</p> <p>Identify and Classify - Which materials will float and which will sink? Which materials will let electricity go through them, and which will not? Which materials are shiny and which are dull?</p> <p>Observation Overtime - How long do bubble bath bubbles last for? What will happen to our snowman?</p> <p>Pattern Seeking - How do materials change with heat? leave outside in sunshine/windowsill/radiator How does amount of water affect the strength of a kitchen towel?</p> <p>Research - How have the materials we use changed over time? How are plastics made?</p>		<p>Water: Exploring the Science of Everyday Materials (Jane Harris)</p> <p>Material Detectives Water: Let's Look at a Puddle (Angela Royston)</p> <p>New From Old: Recycling Plastic (Anthony Robinson)</p> <p>The Great Paper Caper (Oliver Jeffers)</p> <p>Sheep to Jumper (Fiona MacDonald)</p>	
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Term 5: Seasonal Change - Focus will be on Spring

EYFS Aims	Year 1 - National Curriculum Objectives	Key Knowledge	Vocabulary	Key Scientists
<p>Explore the natural world around them. Make comments and ask questions about the place they live in or the natural world. Develop an understanding of seasonal change. Observe and explain why certain things may occur (e.g. leaves falling off trees, weather changes). Looked closely at similarities, differences, patterns and change.</p>	<p>Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Weather can change There are lots of different types of weather: Rain, Sun, Cloud, Wind, Snow, etc Days are longer and hotter in the summer Days are shorter and colder in the winter There are four seasons: Spring, Summer, Autumn, Winter</p>	<p>Seasons, spring, summer, autumn, winter, windy, sunny, overcast, snow, rain, temperature</p>	<p>Dr Steve Lyons (Extreme Weather)</p>
Key Question(s):	Working Scientifically opportunities:	Big Question - Assessment opportunity	Linked Texts	Key Scientists
<p>Why do more frequent days of rain saturate the ground?</p>	<p>Competitive tests - In which season does it rain the most?</p>	<p>What is it like in Winter, Spring, Summer and Autumn?</p>	<p>Tree: Seasons Come, Seasons Go (Patricia Hegarty and Britta Teckentrup)</p>	



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<p>How long does it take for the ground to dry after it has been raining? Does more rain take longer to dry? Do countries with higher temperatures have less rain? How does rainfall and temperature change over time in our school grounds? Which leaf is the strongest/best shade cover/best at directing water? What do you notice about different leaves? What purpose to leaves serve for a tree? Why do you think leaves turn brown in Winter? What colours can we find outside? Does this change across the seasons? What effect does rain have on the environment? What would happen if there was too much rain? What would happen if there wasn't enough rain?</p>	<p>Identify and Classify - How could you organise all the objects in the solar system into groups? Observation Overtime - How could you organise all the objects in the solar system into groups? Pattern Seeking - Does the wind always blow the same way? Research - Are there plants that are in flower in every season? What are they?</p>		<p>One Year with Kipper (Mick Inkpen) After the Storm (Nick Butterworth) Little Cloud (Anne Booth & Sarah Massini) The Squirrels' Busy Year: A Science Storybook about the Seasons (Martin Jenkins)</p>	
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Term 6: Plants

EYFS Aims	Year 1 - National Curriculum Objectives	Key Knowledge	Vocabulary	Key Scientists
<p>Explore the natural world around them, making observations and drawing pictures of and plants. Know some names of plants, trees and flowers. May be able to name and describe different plants, trees and flowers. Show some care for their world around them.</p>	<p>Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and warmth to grow and stay healthy.</p>	<p>Plants grow from seeds/bulbs Plants need light, water and warmth to grow and survive. Flowers make seeds to make more plants (reproduce). Plants are important We need plants to survive (to clean air, to eat). We can eat different parts of the plants (leaves, stems, roots, seeds, fruit).</p>	<p>Leaves, trunk, branch, root, seed, bulb, flower, stem, wild, garden, deciduous, evergreen, observe, grow, compare, record, temperature, predict, measure, diagram, germinate, warmth, sunlight.</p>	<p>Agnes Arber (Botanist) Alan Titchmarsh (Botanist & Gardener)</p>
Key Question(s):	Working Scientifically opportunities:	Big Question - Assessment opportunity	Linked Texts	
<p>Do cress produce seeds, how could we find out? Do all plants produce flowers and seeds? What is different between freshly cut and planted flowers? Do plants flower all year round?</p>	<p>Competitive tests - Do cress seeds grow quicker inside or outside? Identify and Classify - How can we identify the trees that we observed on our tree hunt?</p>	<p>What should I do to grow a healthy plant?</p>	<p>Eddie's Garden: and How to Make Things Grow (Sarah Garland) Ten Seeds (Ruth Brown) A Seed Is Sleepy (Dianna Aston)</p>	



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<p>What are flowers for? What happens to a plant after it has produced seeds?</p>	<p>Observation Overtime - What happens to my bean after I have planted it?</p> <p>Pattern Seeking - Do bigger seeds grow into bigger plants?</p> <p>Research - How does a cactus survive in a desert with no water?</p>		<p>Oliver's Vegetables (Vivian French and Alison Bartlett)</p> <p>The Little Gardener (Emily Hughes)</p>	
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