



Mid-Term Overviews 2022/23

Jeffers Class



Term 1 and 2: What makes me? - Healthy Me

EYFS Aims	Year 1 - National Curriculum Objectives	Key Knowledge for the YEAR 1s	Vocabulary	Key Scientists - Jobs
<ul style="list-style-type: none"> • Explore animals in the natural environment. • Name and describe animals that live in different habitats. • Describe different habitats. • Describe how people are familiar to them. • Learn how to take care of themselves. • Explore the natural world around them, making observations and drawing pictures of animals. • Children know about similarities and differences in relation to living things. 	<ul style="list-style-type: none"> • 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 	<p>There are many different animals with different characteristics.</p> <p>Animals have senses to help individuals survive.</p> <p>When animals sense things they are able to respond.</p> <p>Animals need food to survive.</p> <p>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>	<div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> • Conservationist: works for the protection and preservation of living things and the environment. • Farmer: grows crops and raises animals for food. • Marine biologist: studies living things in oceans. • Mammologist: studies mammals. • Naturalist: scientist who studies the natural world. • Vet: looks after unwell animals. • Wildlife filmmaker: creates films and documentaries about wildlife. • Wildlife photographer :takes pictures of animal </div>



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<ul style="list-style-type: none">• 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.	which part of the body is associated with each sense.			
Key Question(s):	Working Scientifically opportunities:	Big Question - Assessment opportunity	Linked Texts	



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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 3: What is happening outside my window? - Seasonal Change

EYFS Aims	Year 1 - National Curriculum Objectives	Key Knowledge for the YEAR 1s	Vocabulary	Key Scientists - Jobs
<ul style="list-style-type: none"> • Play and explore outside in all seasons and in different weathers. • Explore how wind can move objects. • Observe living things throughout the year. • Explore shadows. • Explore rainbows. • Listen to sounds outside and identify the source. • 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. 	<ul style="list-style-type: none"> • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies. 	<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>	<div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> • Climatologist: studies climate patterns. • Horticulturist: an expert in garden cultivation and management. • Meteorologist: studies and predicts the weather. They collect data about the atmosphere from weather stations and satellites. • Park ranger: maintains parks </div>



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<ul style="list-style-type: none"> Observe and explain why certain things may occur (e.g. leaves falling off trees, weather changes). <p>Looked closely at similarities, differences, patterns and change.</p>				
<p>Key Question(s):</p>	<p>Working Scientifically opportunities:</p>	<p>Big Question - Assessment opportunity</p>	<p>Linked Texts</p>	
<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? 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?</p>	<p>Competitive tests - In which season does it rain the most? 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?</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 (Mick Inkpen) After the Storm (Nick Butterworth) Froggy Day (Heather Pindar & Barbara Bakos)</p>	



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<p>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>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>Lila and the Secret of Rain (David Conway & Jude Daly) The Snowflake Mistake (Lou Treleaven and Maddie Frost)</p>	
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Term 4: What was life like once upon a time? - Materials

EYFS Aims	Year 1 - National Curriculum Objectives	Key Knowledge for the YEAR 1s	Vocabulary	Key Scientists - Jobs
<ul style="list-style-type: none"> Explore a range of materials, including natural materials. Make objects from different materials, including natural materials. 	<ul style="list-style-type: none"> Distinguish between and object and the material from which it is made. Identify and name a variety of everyday materials, including wood, metal, plastic, 	<p>There are many different materials that have different describable and measurable properties. Materials that have similar properties are grouped into metals, rocks, fabrics, wood,</p>	<p>Hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy/not bendy, waterproof/not waterproof, absorbent, opaque,</p>	



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<ul style="list-style-type: none"> • Observe, measure and record how materials change when heated and cooled. • Compare how materials change over time and in different materials. • Understand some important processes and changes, including the changing states of matter. • Children know about similarities and differences in relation to objects. • 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>glass, water and rock.</p> <ul style="list-style-type: none"> • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple properties. 	<p>plastic and ceramics (including glass). The properties of a material determine whether they are suitable for a purpose.</p>		<ul style="list-style-type: none"> • Architect: uses art and science to design buildings that are strong. • Builder: builds structures. • Materials scientist: researches structures and properties of materials.
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<ul style="list-style-type: none"> • Be able to ask questions about the objects they use. • Manipulates materials to achieve a planned effect. 				
Key Question(s):	Working Scientifically opportunities:	Big Question - Assessment opportunity	Linked Texts	
<p>Theme: Three Little Pigs 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.</p>	<p>Competitive tests - Which materials are the most flexible? Which materials are 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>What are the things I use made from?</p>	<p>The Three Little Pigs (Lesley Sims)</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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	<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>			
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Term 5: Why is water wonderful? - Plants.

EYFS Aims	Year 1 - National Curriculum Objectives	Key Knowledge	Vocabulary	Key Scientists - Jobs
<ul style="list-style-type: none"> • Make observations of plants. • Know some names of plants, trees and flowers. • May be able to name and describe different plants, trees and flowers. • Explore how objects can move in water. 	<ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Identify and describe the basic structure of a variety of common flowering plants, including trees. 	<p>Plants grow from seeds/bulbs</p> <p>Plants need light, water and warmth to grow and survive.</p> <p>Flowers make seeds to make more plants (reproduce).</p> <p>Plants are important</p> <p>We need plants to survive (to clean air, to eat).</p> <p>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,</p>	<ul style="list-style-type: none"> • Park ranger :maintains parks • Farmer :grows crops and raises animals for food • Gardener :creates and maintains gardens and green spaces • Tree surgeon :plants, maintains and manages trees • Forester :works to deliver wood products to the market



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<ul style="list-style-type: none"> Show some care for their world around them. Explore the natural world around them, making observations and drawing pictures of and plants. 				
Key Question(s):	Working Scientifically opportunities:	Big Question - Assessment opportunity	Linked Texts	
<p>How do Plants grow? What do Plants need to grow? Do all plants need water? Are all plants green? Why do seeds look different? Can plants grow as big in the shade? What is the biggest/smallest/smelliest (etc) tree/flower/plant on the planet?</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>How do we choose the best material for a given purpose?</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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	<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>			
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Term 6: Where could I travel to? - Gravity

EYFS Aims	Year 1 - National Curriculum Objectives	Key Knowledge for the YEAR 1s	Vocabulary	Key Scientists - Jobs
<ul style="list-style-type: none"> Explore how to change how things work. Listen to sounds outside and identify the source. Make sounds. Learn about the Earth, Sun, Moon, planets and stars. 	<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</p>	<p>Seasons, spring, summer, autumn, winter, windy, sunny, overcast, snow, rain, temperature</p>	<ul style="list-style-type: none"> Astronomer: studies the universe beyond earth, including stars and planets. Astrophysicist: studies the physics of space and objects in space. Astronaut: travels to space to carry out research. Aeronautical engineer: work with cutting-edge technology and international companies to design, develop, maintain and tests the performance of satellites and space vehicles. Astrobiologists: study how microbes might live and behave in outer space, and what this might mean for life on other planets. Astrophysicist: studies the physics of space and objects in space. Mechanical engineer: helps to design, analyse, make and maintain mechanical systems such as spacecraft, aircraft, trains and cars. Physicist: studies physics.



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<ul style="list-style-type: none"> • Learn about Space travel. • Explore the natural world around them. • Make comments and asked questions about the place they live in or the natural world. • Develop an understanding of seasonal change. • Looked closely at similarities, differences, patterns and change. 		<p>There are four seasons: Spring, Summer, Autumn, Winter</p>		
<p>Key Question(s):</p>	<p>Working Scientifically opportunities:</p>	<p>Big Question - Assessment opportunity</p>	<p>Linked Texts</p>	<p>Key Scientists</p>
<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? Does more rain take longer to dry? Do countries with higher temperatures have less rain?</p>	<p>Competitive tests - In which season does it rain the most? Identify and Classify - How could you organise all the objects in the solar system into groups?</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 (Mick Inkpen) After the Storm</p>	



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<p>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>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>(Nick Butterworth)</p> <p>Little Cloud (Anne Booth & Sarah Massini)</p> <p>The Squirrels' Busy Year: A Science Storybook about the Seasons (Martin Jenkins)</p>	
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