



## TLA ~ Year 1 Science Progression



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cornerstones Title	<b>Superheroes</b>	<b>Enchanted Woodland</b>	<b>Moon Zoom</b>	<b>Wonderful Weather</b>	<b>Bright Lights, Big City</b>	<b>Paws, Claws and Whiskers</b>
Unit title	Seasonal Changes (A,B) Animals, including humans (D)	Seasonal Changes (A,B) Plants, Living Things and Their Habitats (trees) (A.)	Seasonal Changes (A,B) Materials (A,B)	Seasonal Changes (A,B) Plants, Living Things and Their Habitats (B)	Materials (C, D)	Seasonal Changes (A,B) Animals including humans (A,B,C)
Programme of study	Identify and name. variety of common animals including fish, amphibians, reptiles, birds and mammals. (A)  Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (D)	Identify and name a variety of common wild and common garden plants including deciduous and evergreen plants. (A)	Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock. (B)  Distinguish between an object and the material from which it is made. (A)  Describe the simple physical properties of a variety of everyday materials. (C)  Compare and group together a variety of everyday materials on the basis of their simple physical properties. (D)	Identify and describe the basic structure of a variety of a common flowering plant including trees. (B)	Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock. (B)  Distinguish between an object and the material from which it is made. (A)  Describe the simple physical properties of a variety of everyday materials. (C)  Compare and group together a variety of everyday materials on the basis of their simple physical properties. (D)	Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (B)  Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals – including pets) (C)
Skills	Group and sort a variety of common animals based on whether they are a fish, amphibian, reptile, bird or mammal.  Label and describe the basic structures of a variety of common animals, including fish, amphibians, reptiles, birds and mammals.  Label the parts of the human body and say what	Identify, compare, group and sort a variety of common wild and garden plants, including deciduous and evergreen trees, based on observable features.	To investigate and describe the simple physical properties of some everyday materials. (*hard/soft; stretch/stiff; rough/smooth; opaque/transparent; bendy/rigid; waterproof/not waterproof; magnetic/not magnetic).  Compare and group materials in a variety of ways.	Label and describe the basic structure of a variety of common flowering plants.	To investigate and describe the simple physical properties of some everyday materials. (*hard/soft; stretch/stiff; rough/smooth; opaque/transparent; bendy/rigid; waterproof/not waterproof; magnetic/not magnetic).  Compare and group materials in a variety of ways (physical	Group and sort a variety of common animals based on the food that they eat.  Label and describe the basic structures of a variety of common animals, including fish, amphibians, reptiles, birds and mammals.

	senses are linked to these parts.		Identify and name what an object is made from (**wood/plastic/glass/metal/water/rock).		properties/manmade/natural/ recyclable/non-recyclable).  Identify and name what an object is made from (**wood/plastic/glass/metal/water/rock).	
Knowledge	Animals can be sorted according to whether they are a fish, amphibian, reptile, bird or mammal.  Different animal groups have some common body part such as a mouth, and some different body parts, such as fins or wings.  Know that the nose is for smelling, the ears for hearing, the tongue for tasting, the hands for touching and the eyes for seeing.	Know and name a variety of common wild and garden plants.  Know and name the roots, trunk, branches and leaves of a tree.	Know that materials have different properties. *  Know materials can be grouped according to their properties.  Know what material an object is made from.**	Know and name the petals, stem, leaves and root of a plant.  Know and name a variety of common wild and garden plants.	Know that materials have different properties. *  Know materials can be grouped according to their properties.  Know what material an object is made from.**	Animals can be sorted according to whether they are a fish, amphibian, reptile, bird or mammal.  Carnivores eat other animals (meat), herbivores eat plants and omnivores eat other animals and plants.
Progression	1. Pre unit assessment and Prior learning/foundational knowledge 2. LO: name and sort animals including humans recognising that humans are mammals. 3. LO: know the different parts of the human body <b>Retrieval point</b> 4. LO: know that different animal groups have common body parts <b>Retrieval point</b> 5. LO: know and describe the function of the 5 senses 6. LO: know and describe the function of the 5 senses. <b>Investigation Retrieval point</b>	1. Pre unit assessment and Prior learning/foundational knowledge 2. LO: know and name the parts of trees. 3. LO: know and name a variety of trees <b>Retrieval point</b> 4. LO: group and sort trees into deciduous and evergreen <b>Investigation Retrieval point</b> 5. LO: know and describe the difference between wild and garden plants 6. LO: group and sort plants into wild and garden plants. <b>Retrieval point</b>	1. Pre unit assessment and Prior learning/foundational knowledge 2. LO: name and identify different materials 3. LO: know the difference between a material and the object it is made from. <b>Retrieval point</b> 4. LO: know the properties of different materials <b>Retrieval point</b> 5. LO: know the properties of different materials. 6. LO: <b>Investigation – properties of materials Retrieval point</b>	1. Pre unit assessment and Prior learning/foundational knowledge 2. LO: know and name the parts of plants. 3. LO: know and name a variety of plants. <b>Retrieval point</b> 4. LO: name, sort and compare plants we eat and plants that are not eaten <b>Investigation Retrieval point</b> 5. LO: know and describe the difference between wild and garden plants 6. LO: group and sort plants into wild and garden plants.	1. Pre unit assessment and Prior learning/foundational knowledge 2. LO: name and identify different materials 3. LO: know the different properties of a range of materials <b>Retrieval point</b> 4. LO: group and sort materials based on their properties – natural/manmade <b>Retrieval point</b> 5. LO: group and sort materials based on their properties – recyclable/non-recyclable 6. LO: <b>Investigation Retrieval point</b>	1. Pre unit assessment and Prior learning/foundational knowledge 2. LO: sort animals based on their physical characteristics. 3. LO: know the difference between carnivore, herbivore and omnivore. <b>Retrieval point</b> 4. LO: sort animals based on their diet. <b>Retrieval point</b> 5. LO: Compare a range or animals based on their diet and physical characteristics. 6. LO: <b>Investigation Retrieval point</b>

Working Scientifically	Questioning	Measurement	Investigation	Observation
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Year 1	Ask simple scientific questions.	With support, use simple equipment to measure and make observations.	With support, follow instructions to perform simple tests and begin to talk about what they might do or what might happen.	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.
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