

Year 1 Science LTP	Topic	Milestones	Key learning	Key vocabulary	Common misconceptions
Autumn 1	Animals, including humans part 1 (identify local animals and where they live)	<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 which part of the body is associated with each sense. 	<p>Animals vary in many ways having different structures e.g. wings, tails, ears etc. They also have different skin coverings e.g. scales, feathers, hair. These key features can be used to identify them.</p> <p>Animals eat certain things - some eat other animals, some eat plants, some eat both plants and animals.</p> <p>Humans have key parts in common, but these vary from person to person.</p> <p>Humans (and other animals) find out about the world using their senses.</p> <p>Humans have five senses – sight, touch, taste, hearing and smelling. These senses are linked to particular parts of the body.</p>	head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, names of animals experienced first-hand from each vertebrate group, parts of the body including those within the school's RSE policy, senses, touch, see, smell, taste, hear, fingers, skin, eyes, nose, ear, tongue	<p>Some children may think:</p> <ul style="list-style-type: none"> only four-legged mammals, such as pets, are animals humans are not animals insects are not animals all 'bugs' or 'creepy crawlies', such as spiders, are part of the insect group amphibians and reptiles are the same.
Autumn 2	Everyday materials	<ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. 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 physical properties. 	<p>All objects are made of one or more materials. Some objects can be made from different materials e.g. plastic, metal or wooden spoons. Materials can be described by their properties e.g. shiny, stretchy, rough etc.</p> <p>Some materials e.g. plastic can be in different forms with very different properties.</p>	Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through	<p>Some children may think:</p> <ul style="list-style-type: none"> only fabrics are materials only building materials are materials only writing materials are materials the word 'rock' describes an object rather than a material 'solid' is another word for hard.
Spring 1	Seasonal changes (to be revisited)	<ul style="list-style-type: none"> Observe changes across the four seasons. 	In the UK, the day length is longest at mid-summer (about 16 hours) and gets shorter each day until mid-winter (about 8 hours) before getting longer again.	weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm,	<p>Some children may think:</p> <ul style="list-style-type: none"> it always snows in winter

	throughout the year)	<ul style="list-style-type: none"> • Observe and describe weather associated with the seasons and how day length varies. 	The weather also changes with the seasons. In the UK, it is usually colder and rainier in winter, and hotter and dryer in the summer. The change in weather causes many other changes. Some examples are: numbers of minibeasts found outside; seed and plant growth; leaves on trees; and type of clothes worn by people.	thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, winter, summer, spring, autumn, Sun, sunrise, sunset, day length	<ul style="list-style-type: none"> • it is always sunny in the summer • there are only flowers in spring and summer • it rains most in the winter.
Spring 2	Animals, including humans part 2 (Human body)	See Autumn 1			
Summer 1	Plants	<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. 	Growing locally, there will be a vast array of plants which all have specific names. These can be identified by looking at the key characteristics of the plant. Plants have common parts, but they vary between the different types of plants. Some trees keep their leaves all year while other trees drop their leaves during autumn and grow them again during spring.	Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud Names of trees in the local area Names of garden and wild flowering plants in the local area	<p>Some children may think:</p> <ul style="list-style-type: none"> • plants are flowering plants grown in pots with colored petals and leaves and a stem • trees are not plants • all leaves are green • all stems are green • a trunk is not a stem • blossom is not a flower.
Summer 2	Animals, including humans part 3 (carnivore, herbivore, omnivore)	See Autumn 1			