

# Year 1 Overview

	Key Objectives (knowledge)	WS Key Areas	Vocabulary
<b>Forces</b>	<p style="text-align: center;"><b>Physics</b></p> <ul style="list-style-type: none"> <li>• That pushing or pulling things can make objects start or stop moving</li> <li>• To observe and describe different ways of moving</li> <li>• To know that things can be made to move by others means than ourselves (wind/water etc)</li> </ul>	<p>ENQUIRY TYPES:</p> <ul style="list-style-type: none"> <li>• Grouping &amp; classifying</li> <li>• Simple comparative tests</li> </ul> <p>WS KEY SKILLS:</p> <ul style="list-style-type: none"> <li>• ask simple questions about the world around me.</li> <li>• Observe closely, things around them</li> <li>• Using simple equipment.</li> <li>• perform simple tests</li> <li>• identify and classify common features of objects, materials or living things</li> <li>• use my observations and ideas to suggest answers to questions</li> </ul>	<p>Twist, spin, swing, slide, swerve, hop, jump, turn, fast, slow, push, pull</p> <p>Words for comparison: eg go faster, go slower, go further</p>
<b>Light</b>	<ul style="list-style-type: none"> <li>• Shiny objects need a light source to shine. They ARE NOT sources of light</li> <li>• Light is needed in order to see things and darkness is the absence of light</li> <li>• find patterns in the way that the size of shadows change</li> </ul>	<p>ENQUIRY TYPES:</p> <ul style="list-style-type: none"> <li>• Noticing patterns/pattern seeking</li> <li>• Grouping &amp; classifying</li> </ul> <p>WS KEY SKILLS:</p> <ul style="list-style-type: none"> <li>• Setting up simple practical enquiries, comparative and fair tests</li> <li>• Identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>• Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> </ul>	<p>Bright, light, dark, black, night, day, reflect, reflective Torch, warning light, sun, candle, lantern, dim Dark/darker/darkest Bright/brighter/brightest</p>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• distinguish between an object and the material from which it is made</li> <li>• identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, rock and glass</li> <li>• describe simple physical properties of a variety of everyday materials</li> <li>• compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>	<p>ENQUIRY TYPES:</p> <ul style="list-style-type: none"> <li>• Grouping &amp; classifying</li> <li>• Simple comparative &amp; fair tests</li> </ul> <p>WS KEY SKILLS:</p> <ul style="list-style-type: none"> <li>• Identifying &amp; classifying</li> <li>• Observing closely using simple equipment</li> <li>• Performing simple tests</li> <li>• Using observations and ideas to suggest answers to questions</li> <li>• Gathering and recording data to help in answering questions</li> </ul>	<p>materials, wood, plastic, metal, water, rock, brick, materials, writing, wrapping, drawing, display, greaseproof, kitchen towel, handkerchief, wallpaper, sand paper, glossy paper, fabrics, wool, nylon, silk, fleece, fibre, hard, soft, smooth, shiny, dull, light, heavy, transparent, opaque, stretch, stretchy, stiff, bend, bendy, not bendy, press, squash, twist, shape, hard, soft, flexible, rigid, waterproof, absorbent, not waterproof, fluffy</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Animals including humans</b></p>	<ul style="list-style-type: none"> <li>• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>	<p><b>ENQUIRY TYPES COVERED:</b></p> <ul style="list-style-type: none"> <li>• Grouping &amp; Classifying</li> <li>• Finding things out using secondary sources of information</li> <li>• Carrying out simple &amp; comparative tests</li> </ul> <p><b>WS KEY SKILLS:</b></p> <ul style="list-style-type: none"> <li>• Identifying &amp; classifying</li> <li>• Observing closely using simple equipment</li> <li>• Using observations &amp; ideas to suggest answers to questions</li> <li>• Asking simple questions and recognise they can be answered in many ways</li> </ul>	<p>names of animals, common body parts and animal groups, including zebra, lion, lizard, snake, giraffe, elephant, deer, warthog, camel, brown bear, gorilla, goat, leopard, racoon, wildebeest, ostrich, chicken, salmon, toad, horse, tiger, parrot, angel fish, frog, rabbit, cow, crocodile, owl, clown fish, newt, fox, legs, wings, eyes, skin, fins, tail, fish, amphibians, reptiles, birds, mammals, webbed feet, scaly, gills, feathers, fur, hair, jump, hop, leap, climb, clamber, swing, pad, pace, prowl, slither, canter, pounce, spring, flap, fly, flutter, flop, splash, splosh, dive, swim, slither, slide, food, eat, healthy, meat, insects, fish, vegetables, plants, trees, grass, seeds, nuts, carnivore, herbivore, omnivore, cow, horse, rabbit, mouse, squirrel, elephant, caterpillar, goat, sheep, fox, dragonfly, barn owl, otter, wolf, lion, tiger, bear, frog, chicken, badger, hedgehog, blackbird, parts of the body (for example, head, neck, arms, elbows, hands, legs, knees, foot/feet, face, ears, eyes, nose, hair, mouth, teeth), comparative language (for example, tall, taller, short, shorter, big, bigger, small, smaller)</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Plants</b></p>	<ul style="list-style-type: none"> <li>• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>• identify and describe the basic structure of a variety of common flowering plants, including trees. (roots, leaves, flowers, stem)</li> </ul>	<p><b>ENQUIRY TYPE:</b></p> <ul style="list-style-type: none"> <li>• Grouping &amp; classifying</li> <li>• Noticing patterns/pattern seeking</li> </ul> <p><b>WS KEY SKILLS:</b></p> <ul style="list-style-type: none"> <li>• Observing closely using simple equipment</li> <li>• Identifying &amp; classifying</li> <li>• Using observations and ideas to suggest answers to questions</li> <li>• Gathering and recording data to help in answering questions</li> </ul>	<p>garden plant, names of garden plants, such as pansy, geranium, busy Lizzie, petunia, begonia, daisy, snapdragon, fuchsia, lily, daffodil, buddleia, lavender, cosmos; plant parts, such as leaf, stem, branch, flower, bud; similar, different, compare, group, identify, wild plant, weed, names of common wild plants such as buttercup, thistle, nettle, foxglove, poppy, dandelion, daisy, cornflower, periwinkle, bluebell; leaf, stem, flower, bud, similar, different, compare, group, flower, blossom, petals, stem, stalk, comparative language, such as small, little, big, large, single, lots: names of a variety of garden and wild plants found around school, plant, root, root system, tap root, fibrous roots, trunk, branch, twig, bud, leaf, leaves, bark, woo</p>

<b>Seasons</b>	<ul style="list-style-type: none"> <li>• <b>Observe Changes across the four seasons</b></li> <li>• Observe and describe weather associated with the seasons and how day length varies.</li> </ul>	<p>ENQUIRY TYPES:</p> <ul style="list-style-type: none"> <li>• Observing changes over time</li> </ul> <p>WS KEY SKILLS:</p> <ul style="list-style-type: none"> <li>• Using observations and ideas to suggest answers to questions</li> <li>• Gathering and recording data to help in answering questions</li> </ul>	<p>season, autumn, winter, spring, summer, names of the months of the year, temperature, hot, warm, cold, cool, freezing, frosty, wet, dry, sunny, cloudy, showery, stormy, windy, breeze, gale (and other words to describe the weather), hat, gloves, mittens, scarf, muffler, ear muffs, boots, coat (and other items of clothing and names of fabrics that suit specific weather conditions), thick, thin, woolly, furry, warm, waterproof, rain/rainy, sun/sunny, wind/windy, snow/ snowy, shower, drizzle, puddle, breeze, gale, storm, thunder, lightning, sleet, frost, fog, mist, weather forecast</p>
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