	Statutory Requirements	Working Scientifically non-statutory	Vocabulary
Year 1 Working scientifically	During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • Asking simple questions and recognising that they can be answered in different ways • Observing closely, using simple equipment • Performing simple tests • Identifying and classifying • Using their observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions.	**Classifying** **Observing over time** **Pattern seeking** **Research** **Comparative/fair testing**	
Plants	•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.	**Observing** Observing plants closely, perhaps using magnifying glasses; describing them and drawing diagrams showing the parts of different plants including trees. **Classifying** Explain how they were able to identify and group them. **Observing over time** Pupils might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening. **Comparative/fair testing** Comparing and contrasting familiar plants	**Previous vocabulary** energy, habitat (<mark>this will only be prior knowledge if you taught Animals including humans prior to plants</mark>). **New vocabulary** component, energy, growth, deciduous, evergreen, flower, plant, tree, structure, roots, stem, leaf, trunk, flower

		Compare and contrast what they have found out about different plants.	
Seasonal Change	• Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies.	**Observing over time & Pattern seeking** Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change	**Vocabulary** energy, freezing, melting, orbit, reflection, Sun, clouds, wind, snow, ice, spring, summer autumn, winter
Animals including humans	• 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.	**Observing over time** Making observations to compare and contrast animals at first hand or through videos and photographs. **Classifying** Describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.	**Vocabulary** energy, growth, habitat, fish, amphibian, reptile, bird, mammal, offspring ,carnivore, herbivore, omnivore, vertebrate, skeleton, organism
Everyday Materials	• 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.	**Comparative/fair testing** Performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?'	**Vocabulary** absorption, matter, property, wood, plastic, glass, metal, water, rock