ST PHILOMENA'S PRIMARY SCHOOL
SCIENCE MEDIUM TERM PLANNING YEAR 1
2026 - 2027

AUTUMN 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
UNIT	ANIMALS, INCLUDING HUMANS					
LESSON OUTLINE	Animal Groups	Comparing Animals	Animal Diets	The Human Body Part 1	The Human Body Part 2	Senses
LEARNING OBJECTIVE	To identify and name familiar animals from different groups.	To compare the body structures of common animals using observable features.	To identify carnivores, herbivores and omnivores by what they eat.	To name and locate the main external parts of the human body.	To explain how named body parts help us carry out everyday actions.	To identify the five senses and link each sense to its associated body part.
CURRICULUM LINKS	NC: identifying common animal groups. WS: identify and group animals.	NC: describing and comparing animal structures. WS: observe carefully and compare.	NC: identifying animals by diet. WS: classify by diet.	NC: naming and locating parts of the human body. WS: label a simple diagram.	NC: naming and locating parts of the human body. WS: explain through observation.	NC: understanding the senses and linked body parts. WS: use senses safely and record.
KEY KNOWLEDGE	• Animals include fish, amphibians, reptiles, birds and mammals. • Carnivores eat animals; herbivores eat plants; omnivores eat both. • Animals have different body structures and features that help them live. • Humans have body parts including eyes, ears, hands, feet, nose and mouth. • We use sight, hearing, touch, taste and smell to explore our surroundings.					

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AUTUMN 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
UNIT	SEASONAL CHANGES: AUTUMN AND WINTER					
LESSON OUTLINE	Summer to Autumn	Autumn Walk	Autumn to Winter	Wonderful Weather	Observing the Weather	The Four Seasons
LEARNING OBJECTIVE	To describe changes seen as summer gives way to autumn.	To make and record observations of autumn in the school environment.	To identify and compare changes between autumn and winter.	To recognise and describe different types of weather.	To collect and present simple observations about daily weather.	To name the four seasons and describe how weather and daylight differ.
CURRICULUM LINKS	NC: observing changes across the four seasons. WS: notice and describe changes.	NC: observing changes across the four seasons. WS: observe outdoors and record.	NC: observing seasonal changes and day length. WS: compare dated observations.	NC: observing weather associated with seasons. WS: describe and categorise weather.	NC: observing and describing seasonal weather. WS: collect and display daily data.	NC: observing weather and variations in day length. WS: recognise patterns over time.
KEY KNOWLEDGE	• The four seasons are spring, summer, autumn and winter. • Trees, plants and animals can change with the seasons. • Weather includes rain, sun, cloud, snow and wind. • Daylight is generally shorter in winter and longer in summer. • We can make observations across time to discover seasonal patterns.					

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SPRING 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
UNIT	EVERYDAY MATERIALS					
LESSON OUTLINE	Objects and Materials	Materials and Recycling	Properties of Materials	Testing Properties	Waterproof Materials	Sorting Materials
LEARNING OBJECTIVE	To name everyday materials and distinguish a material from an object made from it.	To identify common material types and recognise that some can be recycled.	To describe materials using words such as hard, flexible and transparent.	To test materials and record their observable physical properties.	To compare materials to choose one that keeps water out.	To sort materials according to their physical properties and explain the groups.
CURRICULUM LINKS	NC: identifying objects and the materials they are made from. WS: identify and name.	NC: naming a variety of everyday materials. WS: observe and discuss.	NC: describing simple physical properties. WS: describe and compare.	NC: describing material properties through observation. WS: carry out simple tests.	NC: comparing material properties and suitability. WS: compare in a fair test.	NC: comparing and grouping materials by physical properties. WS: classify and explain.
KEY KNOWLEDGE	• Objects are made from materials such as wood, plastic, glass, metal and rock. • An object may be made from one or more materials. • Materials have observable properties including texture, hardness and transparency. • Waterproof materials resist water passing through them. • Materials can be compared and grouped on the basis of their properties.					

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SPRING 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
UNIT	SEASONAL CHANGES: SPRING AND SUMMER					
LESSON OUTLINE	Winter to Spring	Spring Walk	Daylight Hours	Observing the Weather	Spring to Summer	The Four Seasons
LEARNING OBJECTIVE	To recognise changes as winter gives way to spring.	To observe and record signs of spring in local plants and weather.	To notice how the amount of daylight changes across the seasons.	To observe and record spring weather using simple equipment.	To compare the changes seen between spring and summer.	To use seasonal observations from the year to describe familiar patterns.
CURRICULUM LINKS	NC: observing changes across the seasons. WS: compare previous observations.	NC: observing seasonal changes. WS: observe and label.	NC: describing changes in day length. WS: compare observations over time.	NC: describing weather associated with seasons. WS: make regular weather records.	NC: observing changes across the seasons. WS: describe seasonal patterns.	NC: recognising patterns in weather and daylight across the year. WS: summarise evidence.
KEY KNOWLEDGE	• Spring often brings new plant growth and changing weather. • Summer generally has longer days and warmer weather than winter. • Daylight hours change during the year. • Weather can vary within a season as well as between seasons. • Regular observations help us identify patterns in seasonal change.					

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SUMMER 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
UNIT	PLANTS					
LESSON OUTLINE	Observing Leaves	Seeds and Bulbs	Plant Parts	Deciduous and Evergreen Trees	Garden and Wild Plants	Plants to Eat
LEARNING OBJECTIVE	To observe and describe leaves from a variety of common plants.	To identify seeds and bulbs as sources from which new plants can grow.	To identify the basic parts of common flowering plants and trees.	To identify and compare deciduous and evergreen trees.	To identify and name common wild and garden plants.	To name edible plants and recognise plant parts that people eat.
CURRICULUM LINKS	NC: identifying and naming common plants. WS: observe and draw.	NC: identifying and observing common plants. WS: compare seeds and bulbs.	NC: identifying basic structures of flowering plants and trees. WS: label a plant.	NC: identifying deciduous and evergreen trees. WS: identify and compare.	NC: identifying common wild and garden plants. WS: investigate local plants.	NC: identifying plants and their basic structures. WS: identify and group.
KEY KNOWLEDGE	• Many plants grow from seeds or bulbs. • Flowering plants commonly have roots, stems, leaves and flowers. • Trees may have roots, trunks, branches and leaves. • Deciduous trees lose leaves seasonally; most evergreen trees retain foliage. • Some plants and plant parts provide food for people and animals.					

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SUMMER 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
UNIT	NATURE PROTECTORS · TWINKL ENRICHMENT					
LESSON OUTLINE	Materials Hunt	Materials for Homes	Litter Picking	Plastic Pollution	Marine Animals	Caring for Our Planet
LEARNING OBJECTIVE	To identify everyday materials in objects found around school.	To compare materials and explain why some are useful for animal shelters.	To observe litter in a safe local survey and suggest ways to reduce it.	To recognise ways discarded plastic may harm living things.	To name common marine animals and describe why clean habitats matter.	To use observations to suggest and communicate ways to protect the environment.
CURRICULUM LINKS	NC link: revisiting identification of everyday materials. WS: conduct a materials survey.	NC link: revisiting properties of everyday materials. WS: compare properties.	NC link: environmental enrichment; observing the local area. WS: observe and tally.	NC link: environmental enrichment; recognising effects on animals. WS: discuss evidence.	NC link: revisiting identification of common animals. WS: identify animal groups.	NC link: environmental enrichment; applying science knowledge. WS: explain recommendations.
KEY KNOWLEDGE	• Different materials have different useful properties. • Litter and pollution can harm habitats and wildlife. • Plastic may remain in the environment for a very long time. • Living things depend on suitable surroundings. • Careful observations and practical actions can help protect nature.					