

# MODULE OVERVIEW CHART

Module number and name	Lesson number and name	National curriculum links	Working scientifically links	Scientific enquiry type	Lesson summary
Year 1 OCW: Plants	1: How do leaves change across the year?	Observe changes across the four seasons	Observing closely using simple equipment	Observing changes over time	During this series of lessons children revisit the same plants or shrubs to look at how their leaves change through the year.
	2: Do all trees lose their leaves in winter and grow new ones in spring?	Observe changes across the four seasons	Observing closely using simple equipment	Observing changes over time	During these lessons children visit specific trees, observing them closely and noticing that some trees drop their leaves at certain points during the year, while others seem to keep their leaves all of the time. Children also examine twigs from different trees.
	3: What flowers can we find during different seasons?	Observe changes across the four seasons	Observing closely using simple equipment	Observing changes over time	This series of lessons is intended to be taught during the summer months, when a large variety of plants are flowering. These lessons encourage children to recognise that many plants flower at other times of the year, not just during the summer.
	4: How do plants grow and change over time?	Identify and describe the basic structure of a variety of common flowering plants, including trees	Observing closely using simple equipment	Observing changes over time	During these lessons children plant plug vegetable and fruit plants in a small-scale garden and observe the changes that take place as those plants grow over time.
	5: What can we make with the food that we have grown?	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	Identifying and classifying	Grouping and classifying	This lesson builds on Lesson 4, where children planted and grew plug vegetable and fruit plants until they were ready to crop. At appropriate times children harvest, clean and prepare the crops that they have grown.
Year 1 OCW: Animal Antics	1: Which animals live around our school?	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	Gathering and recording data to help in answering questions	Noticing patterns	In these lessons children make a series of visits to the school grounds and locality and make observations of any animal life they see there.
	2: How many birds visit our bird feeding station?	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	Using observations and ideas to suggest answers to questions	Noticing patterns	In this series of lessons children make regular observations of birds that visit a feeding station, bird table or feeders close to their classroom.
	3: How do snails change over time?	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	Observing closely using simple equipment	Observing changes over time	In this series of lessons children care for and observe garden snails, housed in the classroom, over an extended period of time.
	EL1: How should we care for our pets?	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	Asking simple questions and recognising that they can be answered in different ways	Finding things out using secondary sources of information	In this series of lessons children find out about the needs of a pet animal over time. They use a variety of secondary sources, and talk to pet experts (including children in the class who own pets, and visiting pet owners) to learn more.

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Year 1 OCW: Sensing Seasons	1: How do the changing seasons affect me?	Observe changes across the four seasons	Using observations and ideas to suggest answers to questions	Observing changes over time	During this series of lessons children explore the impact on them of the changing seasons.
	2: What can we see and hear that shows us that the seasons are changing? Part 1	Observe changes across the four seasons, and observe and describe weather associated with the seasons and how day length varies	Gathering and recording data to help in answering questions	Observing changes over time	During this series of lessons children visit the school grounds or locality at different seasons of the year, making observations of the changing natural world as they carry out seasonal 'scavenger hunts'.
	3: What can we see and hear that shows us that the seasons are changing? Part 2	Observe changes across the four seasons, and observe and describe weather associated with the seasons and how day length varies	Using observations and ideas to suggest answers to questions	Observing changes over time	During this series of lessons children consider the evidence that they have collected during a seasonal scavenger hunt (autumn, winter, spring and summer).
	4: How does the weather change across the seasons?	Observe and describe weather associated with the seasons and how day length varies	Gathering and recording data to help in answering questions	Observing changes over time	In these lessons children are introduced to the idea of recording the weather over time. They collect daily records of the weather for a period of two weeks, and use their completed records to look for patterns and link these to seasonal change.
	5: What do different kinds of weather look and feel like?	Observe and describe weather associated with the seasons and how day length varies	Using observations and ideas to suggest answers to questions	Observing changes over time	During this lesson sequence children experience and find out about weather associated with each season, and explore the impact that different types of weather has on them and the world around them.
Year 1 Module 1: Plant Detectives	1: What garden plants can we find around our school?	To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	Observing closely using simple equipment	Grouping and classifying	In this lesson children look closely at garden plants around the school, including flowering plants, learn their names and make simple comparisons.
	2: What wild plants can we find around our school?	To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	Observing closely using simple equipment	Grouping and classifying	In this lesson children look closely at wild plants growing locally, learn their names and make simple comparisons.
	3: What is the same and different about the flowers around us?	To identify and describe the basic structure of a variety of common flowering plants, including trees	Identifying and classifying	Grouping and classifying	In this lesson children make observations of a variety of familiar wild and garden flowering plants and group flowers according to given, or their own, criteria.

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	4: What is happening underground beneath our plants?	To identify and describe the basic structure of a variety of common flowering plants, including trees	Using observations and ideas to suggest answers to questions	Grouping and classifying	In this lesson children observe the root systems of a variety of plants, comparing and contrasting their different structures. Encourage children to recognise how the roots anchor the plant in the soil.
	5: What makes a tree a tree?	To identify and describe the basic structure of a variety of common flowering plants, including trees	Gathering and recording data to help in answering questions	Noticing patterns	In this lesson children learn that trees are plants, collect evidence about trees in their local environment and make comparisons.
	EL1: What different types of plants, leaves and flowers can be found at a garden centre?	To identify and describe the basic structure of a variety of common flowering plants, including trees	Observing closely using simple equipment	Grouping and classifying	In this lesson children visit a garden centre and record tropical and hardy plants they see. They use the evidence collected, plants in the classroom and other secondary sources to help them create a garden centre mural for the classroom, capturing the variety of colour, shape and texture in leaves, flowers and plants they observed.
Year 1 Module 2: Looking at Animals	1: Who's who in the animal world?	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	Identifying and classifying	Grouping and classifying	In this lesson children begin to explore the variety of animals living on the Earth.
	2: How are animals' bodies different?	Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	Observing closely using simple equipment	Finding things out using secondary sources of information	In this lesson children examine the structures of animals' bodies, particularly reptiles and amphibians, use secondary sources to identify and name important body parts of their chosen animal, and create a model of it.
	3: Do fish have fingers?	Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	Observing closely using simple equipment	Grouping and classifying	In this lesson children observe and compare fish, looking at real examples.
	4: What's so special about birds?	Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	Observing closely using simple equipment, and using observations and ideas to suggest answers to questions	Grouping and classifying	In this lesson children discover what makes birds a distinct group of animals. They observe and compare different birds and in particular examine feathers.
	5: How do different animals move?	Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	Observing closely using simple equipment	Grouping and classifying	In this lesson children use their bodies to help them to explore and communicate how different types of familiar animals move.
	6: Whose food is this?	Identify and name a variety of common animals that are carnivores, herbivores and omnivores	Identifying and classifying	Grouping and classifying	In this lesson children explore animals' diets.

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	7: Which animals are busy at night?	Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	Identifying and classifying	Finding things out using secondary sources of information	In this lesson children learn about some familiar nocturnal animals that might be found in and around the local environment at night time.
	EL1: Which animals live in our home with us?	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	Gathering and recording data to help in answering questions	Grouping and classifying	In this lesson children find out about the different types of pets that they have at home.
	EL2: Who's who at Old Macdonald's Farm?	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	Identifying and classifying	Grouping and classifying	In this lesson children sing the traditional children's song 'Old MacDonald had a farm', perhaps for the first time. They identify and name many different types of farm (and other) animals, think about the sounds that those animals make and learn more about specific animals from information books and other resources.
	EL3: Who cares for animals when they're sick?	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	Identifying and classifying	Grouping and classifying	This lesson provides children with a role play opportunity that they can explore, engage with and revisit throughout the course of the module to give a greater understanding of how animals are cared for at a veterinary surgery or animal hospital and of the roles of the adults.
	EL4: Who is on the menu today?	Identify and name a variety of common animals that are carnivores, herbivores and omnivores	Identifying and classifying	Grouping and classifying	In this lesson children use the traditional story of Three Billy Goats Gruff as a starting point, to help them to develop their understanding of animals that are carnivores, herbivores and omnivores.
Year 1 Module 3: Using Our Senses	1: Is everyone's body the same?	Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense	Asking simple questions and recognising that they can be answered in different ways	Grouping and classifying	In this lesson children identify and name the parts of their bodies, as they draw and label a life size version of themselves or a classmate.
	2: What differences can our tongues taste?	Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense	Identifying and classifying	Carrying out simple comparative and fair tests	In this lesson children are introduced to the idea of senses, and they use their sense of taste as they test, describe and compare a variety of flavours.
	3: What can we hear using our sense of hearing?	Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense	Identifying and classifying	Grouping and classifying	In this lesson children complete a sound walk around the school buildings and grounds.
	4: How can we explore the world using our sense of touch?	Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense	Using observations and ideas to suggest answers to questions	Carrying out simple comparative and fair tests	In this lesson children explore how they can use their sense of touch to discover more about the world around them.

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	5: Which smells do we love and hate?	Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense	Gathering and recording data to help in answering questions	Noticing patterns	In this lesson children explore their sense of smell, testing a range of 'smell makers' and recording data.
	6: How do we use our senses to find out about the world around us?	Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense	Using observations and ideas to suggest answers to questions	Grouping and classifying	In this lesson children find out how much they rely on sight to find out about things in the world around them and how they can use their other senses instead of sight to identify a variety of objects and materials.
	EL1: How many layers of material will stop me from feeling the princess' pea?	Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense	Performing simple tests	Carrying out simple comparative and fair tests	In this lesson children use the traditional story of The Princess and the Pea as a starting point to develop their understanding of their sense of touch. They investigate how many layers of material it will take to stop them feeling a pea through those layers.
	EL2: How noisy is 'the crowded house?'	Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense	Identifying and classifying	Grouping and classifying	In this lesson children use a version of the traditional Yiddish folk tale The Crowded House as a starting point. They identify the variety of sounds to be heard around the crowded house and the various 'sound makers' that add to the cacophony during the story.
Year 1 Module 4: Everyday Materials	1: What material is this?: Part 1	To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock	Identifying and classifying	Grouping and classifying	This is the first of four lessons in which children are introduced to a range of everyday solid materials. In this lesson they begin to explore wood, metal and plastic.
	2: What material is this?: Part 2	To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock	Observing closely using simple equipment	Grouping and classifying	This is the second of four lessons in which children are introduced to a range of everyday materials. In this lesson they are introduced to four more everyday materials: water, glass, rock and brick.
	3: Is all paper the same?	To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock	Performing simple tests	Carrying out simple comparative and fair tests	This is the third of four lessons in which children are introduced to a range of everyday materials. In this lesson they explore paper.
	4: Is all fabric the same?	To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock	Using observations and ideas to suggest answers to questions	Grouping and classifying	This is the last of four lessons in which children are introduced to a range of everyday materials. In this lesson they explore fabrics and clothes.
	5: What's it made of?	To distinguish between an object and the material from which it is made	Identifying and classifying	Grouping and classifying	In this lesson children investigate objects made from several of the materials they have investigated in previous lessons, and use simple tables and overlapping sorting circles to classify them.

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	6: Can the same object be made from different materials?	To distinguish between an object and the material from which it is made	Gathering and recording data to help in answering questions	Grouping and classifying	In this lesson children look at individual objects made from different materials.
	7: What's it like?	To describe the simple physical properties of a variety of everyday materials	Observing closely using simple equipment	Grouping and classifying	In this lesson children learn words to describe the observable, physical properties of these materials and sort them using different recording methods.
	8: Does it bend or stretch?	To compare and group together a variety of everyday materials on the basis of their simple physical properties	Gathering and recording data to help in answering questions	Carrying out simple comparative and fair tests	In this lesson children learn that materials stretch and bend.
	9: How wet can you get?	To compare and group together a variety of everyday materials on the basis of their simple physical properties	Performing simple tests	Carrying out simple comparative and fair tests	In this lesson children compare different materials to find out whether they are waterproof or absorbent.
	10: What do our plates feel like?	To describe the simple physical properties of a variety of everyday materials	Identifying and classifying	Grouping and classifying	In this lesson children use their knowledge of properties of materials to create a 'feely' plate.
	E1: What properties do ice and water have?	To describe the simple physical properties of a variety of everyday materials	Performing simple tests	Carrying out simple comparative and fair tests	This lesson is an opportunity for children to explore ice first-hand as a material and compare its properties to those of water, which they explored in Lesson 2.
	EL2: How will you decorate your picture frame?	To distinguish between an object and the material from which it is made	Asking simple questions and recognising that they can be answered in different ways	Grouping and classifying	In this lesson children use their knowledge of a range of different materials to assess their suitability for decorating a picture frame.