

Science Intention Map

Key Stage One



KS1 Intention Map 2023 - 2024

Placing learning at the heart of everything we do.



Everyday Materials

(Bright Lights, Big City)



Learning Intentions

Week 1	<p>Who was Stephanie Kwolek?</p> <ul style="list-style-type: none"> Ask simple questions and recognising that they can be answered in different ways.
Week 2	<p>Can you name any materials?</p> <ul style="list-style-type: none"> Classify different materials.
Week 3	<p>What materials are objects made from?</p> <ul style="list-style-type: none"> Use their observations and ideas to suggest answers to questions.
Week 4	<p>What are the properties of different materials?</p> <ul style="list-style-type: none"> Observe Closely. Use their observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.
Week 5	<p>Can you compare the properties of different materials?</p> <ul style="list-style-type: none"> Identify and classify materials based on their properties.
Week 6	<p>What is the best material for a building?</p> <ul style="list-style-type: none"> Observe closely, using simple equipment. Perform simple tests. Gather and record data to help in answering questions.

The Laboratory



Stephanie Kwolek

National Curriculum

- Sci/1.1 Sci/1.2
- Sci/1.3 Sci/1.4
- Sci/1.5 Sci/1.6

- Sci/3.1a Sci/3.1b
- Sci/3.1c Sci/3.1d



Knowledge Intentions

Week 1	<ul style="list-style-type: none">• Explain who Stephanie Kwolek was and talk about her invention of Kevlar.
Week 2	<ul style="list-style-type: none">• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
Week 3	<ul style="list-style-type: none">• Distinguish between an object and the material from which it is made.
Week 4	<ul style="list-style-type: none">• Describe the simple physical properties of a variety of everyday materials.
Week 5	<ul style="list-style-type: none">• Compare and group together a variety of everyday materials on the basis of their simple physical properties.
Week 6	<ul style="list-style-type: none">• Describe the simple physical properties of a variety of everyday materials.

Assessment

An investigation into the best material for a building.

Reference Units



Everyday Materials (CP)



Uses of Materials (CP)



Plants

(Enchanted Woodland)



Learning Intentions

Week 1	<p>Who is Alan Titchmarsh?</p> <ul style="list-style-type: none"> Ask simple questions and recognise that they can be answered in different ways.
Week 2	<p>Can you name any flowering plants?</p> <ul style="list-style-type: none"> Use their observations and ideas to suggest answers to questions.
Week 3	<p>Do you know which trees are evergreen and which are deciduous?</p> <ul style="list-style-type: none"> Observe closely, using simple equipment. Identify and classify different types of trees.
Week 4	<p>Can you describe the structure of plants?</p> <ul style="list-style-type: none"> Ask simple questions and recognising that they can be answered in different ways.
Week 5	<p>What do plants need to grow?</p> <ul style="list-style-type: none"> Gather and record data to help in answering questions. Observe closely, using simple equipment.
Week 6	<p>What happens to plants as they grow?</p> <ul style="list-style-type: none"> Gather and record data to help in answering questions. Observe closely, using simple equipment.

The Laboratory



Alan Titchmarsh

National Curriculum

- Sc1/1.1** **Sc1/1.2**
Sc1/1.4
Sc1/1.5 **Sc1/1.6**
Sc1/2.1a **Sc1/2.1b**
Sc2/2.2a **Sc2/2.2b**



Knowledge Intentions

Week 1	<i>Find out about Alan Titchmarsh and his role as a Gardener.</i>
Week 2	<i>Identify and name a variety of common wild and garden plants.</i>
Week 3	<i>Identify and name a variety of deciduous and evergreen trees.</i>
Week 4	<i>Identify and describe the basic structure of a variety of common flowering plants, including trees.</i>
Week 5	<i>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</i>
Week 6	<i>Observe and describe how seeds and bulbs grow into mature plants.</i>

Assessment

Plant a seed and create a diary.

Reference Units



Plant Survival (CP)

How does grass grow? (LTI)



Plant Parts (CP)

Can seeds grow anywhere? (LTI)





Animals Including Humans

(Dinosaur Planet)



Learning Intentions

Week 1	Who is Steve Backshall? <ul style="list-style-type: none"> Ask simple questions and recognise that they can be answered in different ways.
Week 2	How many animals can you name? <ul style="list-style-type: none"> Use their observations and ideas to suggest answers to questions.
Week 3	Can you name the types of different animals? <ul style="list-style-type: none"> Ask simple questions and recognise that they can be answered in different ways.
Week 4	Can you compare and sort animals? <ul style="list-style-type: none"> Identify and Classify animals based on their appearance Use their observations and ideas to suggest answers to questions
Week 5	What do animals eat? <ul style="list-style-type: none"> Identify and classify animals based on what they eat.
Week 6	What animals might we find around school? <ul style="list-style-type: none"> Gather and record data to help in answering questions.

The Laboratory



Steve Backshall

National Curriculum

- Sc1/1.1 Sc1/1.4**
Sc1/1.5 Sc1/1.6
Sc1/2.2a Sc1/2.2b



Knowledge Intentions

Week 1	<ul style="list-style-type: none">• Explain who Steve Backshall is and some of the work he does with animals.
Week 2	<ul style="list-style-type: none">• Identify and name a variety of common animals.
Week 3	<ul style="list-style-type: none">• Identify and name the different types of animals (fish, amphibians, reptiles, birds and mammals including pets)
Week 4	<ul style="list-style-type: none">• Describe and compare a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
Week 5	<ul style="list-style-type: none">• Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
Week 6	<ul style="list-style-type: none">• Identify and name a variety of common animals.

Assessment

Name a variety of common animals in our local environment.

Reference Units

Animal Parts (CP)



Who's poo?

Paws, Claws & Whiskers (ILP)





Uses of Everyday Materials

(Land Ahoy!)



Learning Intentions

Week 1	<p>Who was Charles Mackintosh?</p> <ul style="list-style-type: none"> Ask simple questions and recognise that they can be answered in different ways.
Week 2	<p>What are the uses of different materials?</p> <ul style="list-style-type: none"> Ask simple questions and recognise that they can be answered in different ways.
Week 3	<p>What makes the material good for its use?</p> <ul style="list-style-type: none"> Gather and record data to help in answering questions.
Week 4	<p>Can materials change shape?</p> <ul style="list-style-type: none"> Perform simple tests. Gather and record data to help in answering questions. Observe closely.
Week 5	<p>Which material would be best for a boat?</p> <ul style="list-style-type: none"> Perform simple tests. Use their observations, gather and record data to suggest answers to questions.
Week 6	<p>Which material would be best for a coat?</p> <ul style="list-style-type: none"> Perform simple tests. Use their observations, gather and record data to suggest answers to questions.

The Laboratory



Charles Mackintosh

National Curriculum

Sc1/1.1 Sc1/1.2
Sc1/1.3 Sc1/1.5
Sc1/1.6

Sc1/3.1a Sc1/3.1c



Knowledge Intentions

Week 1	<ul style="list-style-type: none">Find out about Charles Mackintosh and his invention of the rain coat.
Week 2	<ul style="list-style-type: none">Identify the particular uses of different materials.
Week 3	<ul style="list-style-type: none">Identify and compare suitability of different materials for particular uses.
Week 4	<ul style="list-style-type: none">Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
Week 5	<ul style="list-style-type: none">Compare suitability of different materials for particular uses.
Week 6	<ul style="list-style-type: none">Compare suitability of different materials for particular uses.

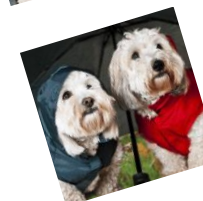
Assessment

An investigation into which material would be best for a coat.

Reference Units



Everyday Materials (CP)



What keeps us dry?(LTI)



Uses of Materials (CP)



Seasonal Changes

(Splendid Skies)



Learning Intentions

Week 1	Who was Francis Beaufort? • <i>Ask simple questions and recognise that they can be answered in different ways.</i>
Week 2	What are the different types of weather? • <i>Use their observations and ideas to suggest answers to questions.</i>
Week 3	What are the seasons? • <i>Ask simple questions and recognise that they can be answered in different ways.</i>
Week 4	How does day length change? • <i>Use their observations and ideas to suggest answers to questions.</i>
Week 5	What is the weather like this week? • <i>Perform simple tests.</i> • <i>Gather and record data to help in answering questions.</i> • <i>Observe closely, using simple equipment.</i>
Week 6	How can we stay safe in the sun? • <i>Ask simple questions and recognise that they can be answered in different ways.</i>

The Laboratory



Francis Beaufort

National Curriculum

- Sc1/1.1* *Sc1/1.2*
- Sc1/1.3*
- Sc1/1.5* *Sc1/1.6*
- Sc1/4.1a* *Sc1/4.1b*



Knowledge Intentions

Week 1	<ul style="list-style-type: none">Explain who Francis Beaufort was and talk about his creation of the Beaufort scale.
Week 2	<ul style="list-style-type: none">Describe different types of weather (Including sunshine, rain, hail, wind, snow, fog, lightning, storm and cloud)
Week 3	<ul style="list-style-type: none">Name the four seasons and describe weather associated with them.
Week 4	<ul style="list-style-type: none">Explain how day length varies.
Week 5	<ul style="list-style-type: none">Observe weather.
Week 6	<ul style="list-style-type: none">Explain how to stay safe in the sun, including the importance of not looking at the sun.

Assessment

Create a weather forecast/diary.

Reference Units



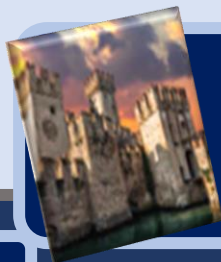
Seasonal Changes (CP)



How wild is the wind? (LTI)



Does it snow in summer? (LTI)



Animals Including Humans

(Towers, Tunnels & Turrets)



Learning Intentions

Week 1	Who is David Attenborough? <ul style="list-style-type: none">Ask simple questions and recognise that they can be answered in different ways.
Week 2	What are the structures of different animals? <ul style="list-style-type: none">Use their observations and ideas to suggest answers to questions.
Week 3	Can you label the parts of animal's bodies? <ul style="list-style-type: none">Use their observations and ideas to suggest answers to questions.
Week 4	Can we group different animals? <ul style="list-style-type: none">Identify and classify animals by their structure.
Week 5	How could we identify a variety of common animals? <ul style="list-style-type: none">Identify and classify animals, suggesting questions we could use to help us identify animals.
Week 6	Can you label the parts of a human body? <ul style="list-style-type: none">Use their observations and ideas to suggest answers to questions.

The Laboratory



Sir David Attenborough

National Curriculum

Sc1/1.1 **Sc1/1.4**

Sc1/1.5

Sc1/2.2c **Sc1/2.2d**



Knowledge Intentions

Week 1	<ul style="list-style-type: none">Explain who David Attenborough is and his work with animals.
Week 2	<ul style="list-style-type: none">Describe the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).
Week 3	<ul style="list-style-type: none">Describe the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).
Week 4	<ul style="list-style-type: none">Compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
Week 5	<ul style="list-style-type: none">Compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
Week 6	<ul style="list-style-type: none">Identify, name, draw and label the basic parts of the human body.

Assessment

Draw and label the structure of a variety of common animals.

Reference Units



Animal Parts (CP)

Paws, Claws & Whiskers (ILP)

