



# Science: Year 1

This guide leads to full coverage of the 2019 Cayman Islands National Curriculum for Science including the content and working scientifically skills. Find all of the science resources centrally on the "[Teaching Resources Science for NC2019](#)" area in the "Files" area of your school's "Teams" team.

Sequence	NC Content and Skills (bullet points correspond directly to FFT)	In-School Resources	External Resources
<p><b>Autumn 1</b></p> <p>Completed by October half-term break</p>	<p><b>Animals, including humans:</b></p> <ul style="list-style-type: none"> <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>Working scientifically skills:</b> (Task 1: Hopping)</p> <ul style="list-style-type: none"> <li>5: Using their observations and ideas to suggest answers to questions</li> </ul>	<p><b>Teams: "Year 1" folder</b></p> <ul style="list-style-type: none"> <li>Guide and Examples</li> <li>Skills Assessment Task 1: Hopping Skills video explanation</li> <li>Scheme of Work (Hamilton) Topic Sheet Videos (BBC)</li> </ul> <p><b>Teams: "All years" folder</b></p> <ul style="list-style-type: none"> <li>Collins IP Science Books <i>(Note: This legacy resource does not match the current curriculum year-for-year)</i> <ul style="list-style-type: none"> <li>Parts of the body (Y1 p30)</li> <li>Our senses (Y1 p38)</li> <li>Using our senses (Y1 p40)</li> <li>Your senses (Y3 p36)</li> <li>How your senses help you (Y3 p38)</li> </ul> </li> <li>Science Equipment manual with scans</li> </ul> <p><b>Kit Boxes</b></p> <p>Science Investigations KS1 Our Body PSHE</p> <p><b>Big Cat Science Readers</b></p> <p>Teeth (Pink A) Bones (Red B) Growing and Changing (Blue) Your Senses (White)</p>	<p><a href="#">Hamilton Trust "Ourselves"</a></p> <p><a href="#">STEM Learning</a></p> <p><a href="#">Health Services Authority</a></p> <p><a href="#">Health City Cayman Islands</a></p>
<p><b>Autumn 2</b></p> <p>Completed by Christmas holidays</p>	<p><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> </ul> <p><b>Working scientifically skills:</b> (Task 2: Cayman Animals)</p> <ul style="list-style-type: none"> <li>1. Asking simple questions and recognising that they can be answered in different ways</li> <li>4. Identifying and classifying</li> </ul>	<p><b>Teams: "Year 1" folder</b></p> <ul style="list-style-type: none"> <li>Guide and Examples</li> <li>Skills Assessment Task 2: Cayman Animals Skills video explanation</li> <li>Scheme of Work (Hamilton) Topic Sheet Videos (BBC)</li> </ul> <p><b>Teams: "All years" folder</b></p> <ul style="list-style-type: none"> <li>Collins IP Science Books <i>(Note: This legacy resource does not match the current curriculum year-for-year)</i> <ul style="list-style-type: none"> <li>Animal Senses (Y1 p42)</li> <li>Animals in different environments (Y2 p8)</li> <li>Animal skeletons (Y4 p2)</li> <li>More about feeding relationships (Y6 p34)</li> </ul> </li> <li>Science Equipment manual with scans</li> </ul> <p><b>Kit Boxes</b></p> <p>Science Investigations KS1 Life Cycles</p> <p><b>Big Cat Science Readers</b></p> <p>What's in the Egg? (Lilac) How Many Animals (Pink A) In the Dark (Red A) What's Inside? (Red A) The Oak Tree (Red B) Water Bears (Yellow) Fabulous Creatures – Are They Real? (Lime) Food Chains (Ruby)</p>	<p><a href="#">Hamilton Trust "Our Pets"</a></p> <p><a href="#">STEM Learning</a></p> <p><a href="#">Cayman Islands National Museum</a></p> <p><a href="#">Central Caribbean Marine Institute</a></p> <p><a href="#">Department of the Environment</a></p> <p><a href="#">Guy Harvey Ocean Foundation</a></p> <p><a href="#">Mangrove Rangers</a></p> <p><a href="#">Mosquito Research and Control Unit</a></p> <p><a href="#">National Trust for the Cayman Islands</a></p> <p><a href="#">Queen Elizabeth II Royal Botanic Park</a></p> <p><a href="#">Turtle Centre</a></p>

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<p><b>Spring 1</b></p> <p>Completed by February half-term break</p>	<p><b>Everyday materials:</b> (Note: These content objectives continue until the Easter holidays)</p> <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, and rock</li> <li>describe the 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><b>Working scientifically skills:</b> (Task 3: Floating and Sinking)</p> <ul style="list-style-type: none"> <li>6. Gathering and recording data to help in answering questions</li> </ul>	<p><b>Teams: “Year 1” folder</b></p> <ul style="list-style-type: none"> <li>Guide and Examples</li> <li>Skills Assessment Task 3: Floating and Sinking Skills video explanation</li> <li>Scheme of Work (Hamilton) Topic Sheet Videos (BBC)</li> </ul> <p><b>Teams: “All years” folder</b></p> <ul style="list-style-type: none"> <li>Collins IP Science Books (Note: This legacy resource does not match the current curriculum year-for-year) <ul style="list-style-type: none"> <li>Exploring materials (Y1 p48)</li> <li>Properties of materials (Y1 p50)</li> <li>More properties (Y1 p52)</li> <li>What material is it? (Y1 p54)</li> <li>More materials (Y1 p56)</li> <li>Sorting materials (Y1 p58)</li> <li>Making smaller groups (Y1 p60)</li> <li>Properties of materials (Y3 p46)</li> <li>Hard or soft? (Y3 p48)</li> <li>Strength (Y3 p50)</li> <li>Flexibility (Y3 p52)</li> <li>Staying the same shape (Y3 p58)</li> <li>Floating or sinking (Y3 p60)</li> <li>See-through or not (Y3 p62)</li> <li>Wet or dry (Y3 p64)</li> </ul> </li> <li>Science Equipment manual with scans</li> </ul> <p><b>Kit Boxes</b> Science Investigations KS1 Earth Science Properties of Materials</p> <p><b>Big Cat Science Readers</b> New From Old: Recycling Plastic (Blue) From Tree to Book (Turquoise)</p>	<p><a href="#">Hamilton Trust “Let’s Build”</a></p> <p><a href="#">STEM Learning</a></p> <p><a href="#">Cayman Islands National Museum</a></p> <p><a href="#">Department of the Environment</a></p> <p><a href="#">National Trust for the Cayman Islands</a></p> <p><a href="#">Catboat Club</a></p>
<p><b>Spring 2</b></p> <p>Completed by Easter holidays</p>	<p><b>Everyday materials:</b> (Note: these content objectives continue on from the previous period)</p> <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, and rock</li> <li>describe the 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><b>Working scientifically skills:</b> (Task 4: Evaporation)</p> <ul style="list-style-type: none"> <li>3. Performing simple tests</li> </ul>	<p><b>Teams: “Year 1” folder</b></p> <ul style="list-style-type: none"> <li>Guide and Examples</li> <li>Skills Assessment Task 4: Evaporation Skills video explanation</li> <li>Scheme of Work (Hamilton) Topic Sheet Videos (BBC)</li> </ul> <p><b>Teams: “All years” folder</b></p> <ul style="list-style-type: none"> <li>Collins IP Science Books (Note: This legacy resource does not match the current curriculum year-for-year) <ul style="list-style-type: none"> <li>Exploring materials (Y1 p48)</li> <li>Properties of materials (Y1 p50)</li> <li>More properties (Y1 p52)</li> <li>What material is it? (Y1 p54)</li> <li>More materials (Y1 p56)</li> <li>Sorting materials (Y1 p58)</li> <li>Making smaller groups (Y1 p60)</li> <li>Properties of materials (Y3 p46)</li> <li>Hard or soft? (Y3 p48)</li> <li>Strength (Y3 p50)</li> <li>Flexibility (Y3 p52)</li> <li>Staying the same shape (Y3 p58)</li> <li>Floating or sinking (Y3 p60)</li> <li>See-through or not (Y3 p62)</li> <li>Wet or dry (Y3 p64)</li> </ul> </li> <li>Science Equipment manual with scans</li> </ul> <p><b>Kit Boxes</b> Science Investigations KS1 Earth Science Properties of Materials</p> <p><b>Big Cat Science Readers</b> New From Old: Recycling Plastic (Blue) From Tree to Book (Turquoise)</p>	<p><a href="#">Hamilton Trust “Marvellous Materials”</a></p> <p><a href="#">STEM Learning</a></p> <p><a href="#">Cayman Islands National Museum</a></p> <p><a href="#">Department of the Environment</a></p> <p><a href="#">National Trust for the Cayman Islands</a></p> <p><a href="#">Catboat Club</a></p>

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<p><b>Summer 1</b></p> <p>Completed by Discovery Day in May</p>	<p><b>Seasonal changes:</b></p> <ul style="list-style-type: none"> <li>gather secondary research on changes across the four seasons</li> <li>observe and describe weather associated with seasons in the Cayman Islands (including hurricanes) and how the day length varies</li> </ul> <p><b>Working scientifically skills:</b> (Task 5: Sailing by the wind)</p> <ul style="list-style-type: none"> <li>2. Observing closely, using simple equipment</li> </ul>	<p><b>Teams: “Year 1” folder</b></p> <ul style="list-style-type: none"> <li>Guide and Examples</li> <li>Skills Assessment Task 5: Sailing by the wind Skills video explanation</li> <li>Scheme of Work (Hamilton) Topic Sheet Videos (BBC)</li> </ul> <p><b>Teams: “All years” folder</b></p> <ul style="list-style-type: none"> <li>Collins IP Science Books <i>(Note: This legacy resource does not match the current curriculum year-for-year)</i> <ul style="list-style-type: none"> <li>Weather (Y2 p20) <ul style="list-style-type: none"> <li>Observing the weather (Y2 p22)</li> <li>Recording the weather (Y2 p24)</li> <li>Play the weather game (Y2 p26)</li> </ul> </li> </ul> </li> <li>Science Equipment manual with scans</li> <li>HMCI Disaster Youth Activity Book</li> </ul> <p><b>Kit Boxes</b> Science Investigations KS1 Earth and Space Earth Science</p> <p><b>Big Cat Science Readers</b> All in a Month (Red B) The Gardening Year (Orange) Wind Power (Topaz) The Life Cycle of a Polar Bear (Ruby) Life Cycles (Sapphire) The Life Cycle of the Orca (Sapphire)</p>	<p><a href="#">Hamilton Trust “Wonderful Weather”</a></p> <p><a href="#">STEM Learning</a></p> <p><a href="#">National Weather Service</a></p> <p><a href="#">Cayman Islands Astronomical Society</a></p> <p><a href="#">Timeanddate.com (sun and moon times)</a></p> <p><a href="#">Windy.com (live wind animations)</a></p> <p><a href="#">NOAA satellite images (Caribbean)</a></p> <p><a href="#">National Hurricane Center</a></p>
<p><b>Summer 2</b></p> <p>Completed by Summer holidays</p>	<p><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</li> </ul>	<p><b>Teams: “Year 1” folder</b></p> <ul style="list-style-type: none"> <li>Guide and Examples</li> <li>Scheme of Work (Hamilton) Topic Sheet Videos (BBC)</li> </ul> <p><b>Teams: “All years” folder</b></p> <ul style="list-style-type: none"> <li>Collins IP Science Books <i>(Note: This legacy resource does not match the current curriculum year-for-year)</i> <ul style="list-style-type: none"> <li>Parts of a plant (Y1 p16)</li> <li>Parts of plants (Y3 p2)</li> <li>Plant roots and stems (Y3 p4)</li> <li>Flowers and unusual plants (Y3 p20)</li> </ul> </li> <li>Science Equipment manual with scans</li> </ul> <p><b>Kit Boxes</b> Science Investigations KS1 Life Cycles</p> <p><b>Big Cat Science Readers</b> The Oak Tree (Red B) What’s Underground (Blue) The Gardening Year (Orange) Mega Plants (Copper) Plants, Pollen and Pollinators (Topaz)</p>	<p><a href="#">Hamilton Trust “What’s growing in our gardens?”</a></p> <p><a href="#">STEM Learning</a></p> <p><a href="#">Cayman Islands National Museum</a></p> <p><a href="#">Department of the Environment</a></p> <p><a href="#">Department of Agriculture</a></p> <p><a href="#">Mangrove Rangers</a></p> <p><a href="#">National Trust for the Cayman Islands</a></p> <p><a href="#">Queen Elizabeth II Royal Botanic Park</a></p>