

# Topic journey overview Y1

## Y1 science topics:

Animals Including Humans

Seasonal Change

Plants

Everyday Materials



**CURIOS ABOUT THE WORLD AROUND THEM**

Learn about animals in our environment by visiting Windmill Farm.



**REFLECTIVE AND IMAGINATIVE THINKER**

Find out about the Great Barrier reef animals and the danger they are in through human activity when Barnaby Bear returns from his holiday in Australia.



**MOTIVATED TO LEARN AND RESILIENT WHEN CHALLENGED**

Challenge for each child to think up three questions for the topic to link with oracy.



**LITERATE, NUMERATE AND DIGITAL**

Sort carnivores, herbivores and omnivores into a venn diagram.

Ask and answer scientific questions.



**A COMMUNICATOR AND COLLABORATOR**

Sort photographs of animals into animal categories - mammal, insect, reptile, amphibian, bird and fish - in groups and explaining findings.



**RESPECTFUL AND CARES**

Find out about the work of the P.D.S.A. and listening to a visiting speaker from the P.D.S.A.



**A KNOWLEDGE SEEKER AND KEEPER**

Find out about five-a-day and healthy eating and taking on the How Can We Be More Healthy? Challenge.



# Animals Including Humans





# Year 1: Animals Knowledge Mat



Subject Specific Vocabulary		Sticky Knowledge:	Interesting facts about this topic:
<b>fish</b>	A fish is a scaly skinned creature with a spine that swims in water and breathes using gills.	<ul style="list-style-type: none"> <li>•Point out differences between animals</li> <li>•Know the difference between living and non-living</li> <li>•Identify and name different animals</li> <li>•Describe how an animal is suited to its environment</li> <li>•Name a variety of carnivores, herbivores and omnivores</li> <li>•Name the body parts they can see</li> <li>•Label the body parts they can see on a diagram</li> <li>•Name different parts of an animals body</li> <li>•Name a range of domestic animals</li> <li>•Name a range of carnivores, herbivores and omnivores</li> </ul>	The blue whale can produce the loudest sound of any animal.
<b>amphibians</b>	All amphibians begin their life in water with gills and tails. Examples are frogs and newts.		Horses and cows sleep while standing up.
<b>insects</b>	A small animal that has six legs and one or two sets of wings		Giant Arctic jellyfish have tentacles that can reach over 36 metres in length.
<b>reptiles</b>	Are animals that are cold-blooded. Most lay eggs and their skin is covered with hard, dry scales		Tigers can grow up to a length of 3 metres and weigh up to 300 kilograms when fully developed.
<b>birds</b>	Birds have feathers and wings. They lay eggs and are warm-blooded animals.		There are about 400 million+ dogs in the entire world. The average life of a dog depending on the breed can vary from 10 to 14 years.
<b>mammals</b>	Mammals are also warm blooded animals. They breath air and have a backbone.		Dolphins use whistling, clicking and other sounds to communicate with each other.
<b>carnivore</b>	A carnivore is a meat-eating animal that gets its food from killing other animals.		Camels can survive up to six months without water or food due to the fatty tissues stored in their humps.
<b>herbivore</b>	A herbivore does not eat food and they eat plants.		The cheetah is the fastest animal to roam the earth with top speeds of 113 km per hour.
<b>omnivore</b>	An omnivore eats plants and meat.		
<b>tame</b>	Domesticated animals that are not dangerous to or frightened of humans.		
<b>Drawwild</b>	Living in the natural environment and not belonging to humans.		
<b>nocturnal</b>	Animals that tend to be awake during the night time.		



# ANIMALS INCLUDING HUMANS



## **I CAN NAME THE PARTS OF THE HUMAN BODY THAT I CAN SEE**

(WOW: 1. video clip Amazing Body Popping  
2. game: Simon Says)

Activities: match spare body parts to create a human; label diagram of human body parts

Role-Play: Melling Medical Centre  
Literacy: NF - LIFECYCLES series  
Cont.Prov.: play dough body parts

## **I CAN LINK THE CORRECT BODY PART TO EACH SENSE**

(WOW: 1. SENSES GAME – feely bag/smelling jar/tasting plate; 2. mini-doc video clip – Cats Eyes Faces)

Activities: match different sensations to the correct body part; explore a variety of new/unusual tastes, linking to healthy eating

Outdoor: sensory walk in the environment

Role-Play: Melling Medical Centre

Literacy: NF - LIFECYCLES series

Cont.Prov.: explore different types of faces with play dough

## **I CAN SORT LIVING AND NON-LIVING THINGS**

(WOW: mini-doc video clip – living rocks!)

Activities: sort photos of living/non-living things into categories and compile a table

Outdoor: Living/non-living hunt in our environment

Literacy: NF - LIFECYCLES series  
Role-Play: Melling Medical Centre

## **I CAN SORT ANIMALS INTO CATEGORIES: fish, amphibians, reptiles, bird and mammals I CAN NAME A VARIETY OF ANIMALS, including fish, amphibians, reptiles, birds and mammals**

(WOW: 1. mini-doc video clip Cats Eyes Animal Families; 2. Our pets – bring pets or pictures of our pets into class; 3. Begin National Geographic Mini-doc video clips series)

Activities: compare and contrast different animals' body parts, eg. fish, bird, mammal; sort photos of animals into categories as below and devise table; devise questions to ask at Windmill Farm

Literacy: NF - LIFECYCLES series; F Farmer Duck, Over on the Farm, Barty's Scarf, Dora's Eggs, Old MacDonald, Snore!, Charlie and Tess  
Cont.Prov.: play dough animals

## **I CAN CLASSIFY ANIMALS INTO CARNIVORE, HERBIVORE AND OMNIVORE**

(WOW: TRIP TO Windmill Farm, asking prepared Qs and taking photos at the farm)

Activities: create a venn diagram of carnivore/herbivore/omnivore;

Literacy: write a recount about Windmill Farm; NF - LIFECYCLES series; F Farmer Duck, Over on the Farm, Barty's Scarf, Dora's Eggs, Old MacDonald, Snore!, Charlie and Tess

Art/D.T.: animal masks

**Stand alone investigations:**  
**What is the most popular eye colour in Y1?**  
**Do the tallest humans always have the biggest feet/longest arms?**

The Melling Child:

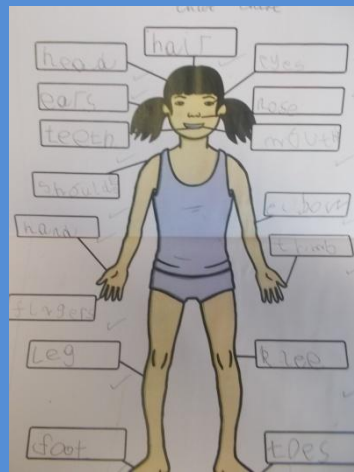
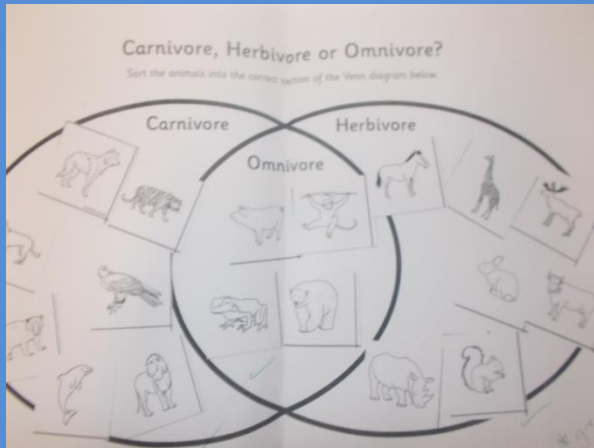
READING/SPELLING/WRITING SKILLS

MATHEMATICAL (DATA GATHERING AND RECORDING) SKILLS

OBSERVATION GROUP WORK DISCUSSION SPEAKING AND LISTENING

HEALTHY EATING/HEALTHY LIVING

CARE AND CONCERN FOR ANIMALS/NATURE/THE ENVIRONMENT



### Parts of a Common Goldfish

Use the words below to label the parts of the goldfish. Cut and stick the correct description in each box.

Labels: dorsal fin, tail fin, gills, scales, eyes, mouth, whiskers, fins.

Descriptions:

- The dorsal fin helps the goldfish swim steadily, and stops it from rolling over in the water.
- The goldfish uses its tail fin to swim forwards, and to change direction while swimming.
- Goldfish breathe oxygen through their gills. The gill covers protect the gills.
- Their eyes are very large so they can see well through water. They can see more colours than humans.
- Goldfish don't have teeth inside their mouths! Instead, they are in their throat and they use them to crush food.
- Goldfish's head doesn't have any scales.

### Comparing Cats and Dogs

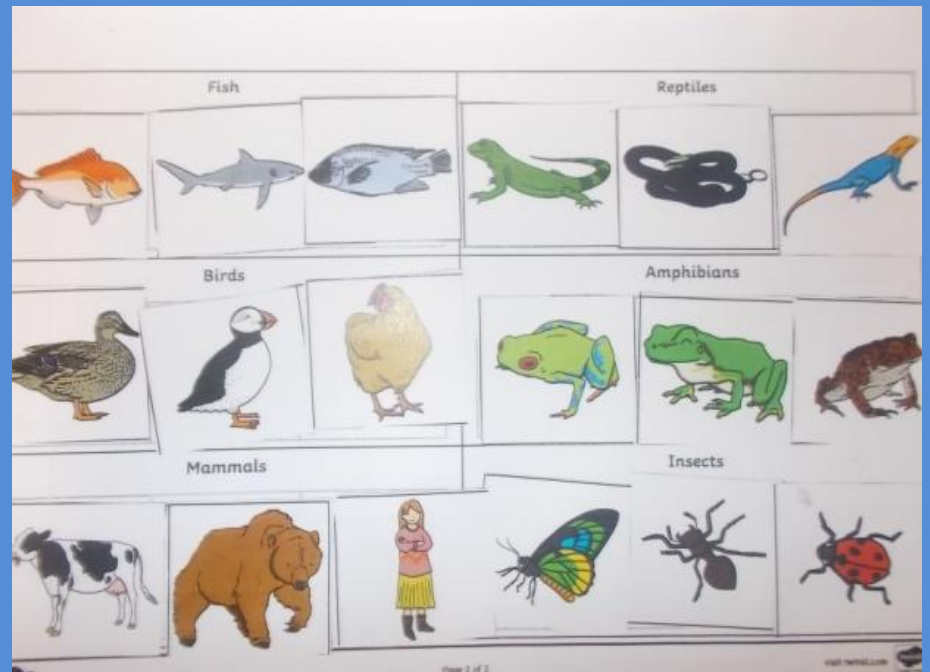
Think about how the parts of a cat are similar to or different from the parts of a dog. Cut out the descriptions and stick them in the correct space.

Cat	Body Part	Dog
Cats have small, pointy ears.	← ears →	Dogs can hear very well.
Cats can see well in the dark.	← eyes →	Dogs can see well in the dark.
Cats have a great sense of smell.	← nose →	Dogs have a great sense of smell.
Cats have sharp teeth and a rough tongue.	← mouth →	Dogs have sharp teeth for tearing food.
Cats feel with their whiskers.	← whiskers →	Dogs feel with their whiskers.
Cats have soft pads on their paws as well as sharp claws.	← legs and paws →	Dogs have soft pads on their paws and five nails on each paw.
Cats use their tails to help them balance.	← tail →	Dogs use their tails to help them balance.
Cats have fur to keep them warm and dry.	← fur →	Dogs shed their fur.

Windmill Farm

Foot

I went to Windmill Farm I fed the deers. After that we cut the big cobs. They had big huns. We went in the qua dea and I gilled wis cho cobs. Then we went in the chrayn wen the hrayn stop We had a



**CURIOUS ABOUT THE WORLD AROUND THEM**

Be **WEATHER WATCHERS** for several weeks of the year in different seasons.



**REFLECTIVE AND IMAGINATIVE THINKER**

Find out about global warming and how human activity is affecting world weather patterns.



**MOTIVATED TO LEARN AND RESILIENT WHEN CHALLENGED**

Complete daily weather charts, observing at intervals during every day of allocated weeks during the year .



**LITERATE, NUMERATE AND DIGITAL**

Observe, record and communicate the weather, compiling written weather charts.

Ask and answer scientific questions.



**A COMMUNICATOR AND COLLABORATOR**

Show and tell to parents about our work in Class Assembly.



**RESPECTFUL AND CARES**

Try our best to turn off lights, sort and re-cycle our waste in class wherever possible and use less plastic.



**A KNOWLEDGE SEEKER AND KEEPER**

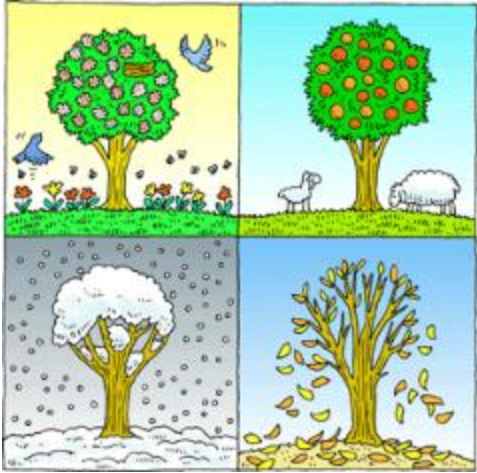

Try to watch the TV weather forecasts at home then tell the class the next day.



**Seasonal Change**



# Year 1: Seasonal Change Knowledge Mat

Subject Specific Vocabulary		Sticky Knowledge:	Interesting facts about this topic:
<b>Autumn</b>	The time of year between September and November. Many leaves fall off the trees.	<ul style="list-style-type: none"> <li>• Observe changes across the four seasons</li> <li>• Name the four seasons in order</li> <li>• Observe and describe weather associated with the seasons</li> <li>• Observe and describe how day length varies</li> <li>• Keep a weather chart</li> <li>• Talk about weather in different parts of the world</li> </ul>	<p>In the UK we have four seasons: spring, summer, autumn and winter. Summer is the hottest season and winter the coldest.</p> <p>Spring starts when the day and night are the same length (usually 21<sup>st</sup> March. However, many say that Spring starts on March 1<sup>st</sup>.</p> <p>In summer the longest day of the year is around June 21<sup>st</sup> and in winter the shortest day of the year is usually December 21<sup>st</sup>.</p> <p>When we have our summer it is winter in the southern hemisphere. When we have our winter Australia has its summer.</p> <p>In the USA and many other countries the season 'Autumn' is known as the 'fall'. This is because so many leaves fall from the trees in Autumn.</p> <p>Seasons change throughout the year because of the way the Earth travels around the Sun.</p>
<b>Spring</b>	The time of year between March and May. There is usually lots of signs of new growth in Spring.		
<b>Summer</b>	The hottest season in the UK. It happens between June and August. The longest day is June 21 <sup>st</sup> .		
<b>Winter</b>	The coldest season in the UK. Usually have snow in this season. Occurs between December and February.		
<b>weather</b>	Weather is what the sky and the air outside are like, such as cold and cloudy.		
<b>temperature</b>	It is a degree of hotness or coldness that can be measured using a thermometer.		
<b>thermometer</b>	This is the instrument that measures the temperature.		
<b>weather symbol</b> 	These are signs used by to help us understand more about our daily weather.		
<b>deciduous</b>	Deciduous trees are trees that shed their leaves once a year, usually during the season of autumn		
<b>coniferous</b>	Most conifers are evergreens, or trees that keep their leaves year-round.		



# SEASONAL CHANGE

**I CAN NAME THE FOUR SEASONS**  
 (WOW: mini-doc video clip Cats' Eyes extreme weather; resources from [WWW.METLINK](http://WWW.METLINK) )  
 Activities: match photos to four seasons labels; compile table of pictorial information for each season  
 Outdoor: observe changes over the year and discuss regularly with Q and A

**I CAN OBSERVE AND DESCRIBE CHANGES ACROSS THE FOUR SEASONS**  
 (WOW: time lapse video clip four seasons; resources from [WWW.METLINK](http://WWW.METLINK) )  
 Activities: update indiv. tables containing observed information for each season; Compete a Tree for all Seasons, adding the detail to a Spring, Summer, Autumn and Winter tree skeleton  
 Outdoor: observe changes over the year and discuss regularly with Q and A; ch maintain Y1 Garden Centre

**I CAN DESCRIBE CHANGES IN MY ENVIRONMENT FROM SEASON TO SEASON**  
 (WOW: resources from [WWW.METLINK](http://WWW.METLINK))  
 Activities: seasonal activities to interpret the season through art, eg. Autumn colour mixing painted trees and obs. drawings of sunflowers; spend lots of time outdoors appreciating and using the school environment eg. Nature trail, for stories, games, mindfulness activities etc.  
 Outdoor: observe changes over the year and discuss regularly with Q and A; ch maintain Y1 Garden Centre

**I CAN DISCUSS WEATHER VARIATION IN DIFFERENT PARTS OF THE WORLD**  
 (WOW: Barnaby Bear the Travelling Teddy: 3 visits; resources from [WWW.METLINK](http://WWW.METLINK) )  
 Activities: Barnaby Bear visits 3 times with his special suitcase for each child to take home; locate Barnaby's destinations on globes, maps and in atlases, discussing variations in climate; complete weather charts several times during the year; watch PP for each destination – Q and A; fill holiday suitcases for two holiday types – winter holiday and summer holiday;

**I CAN KEEP A WEATHER CHART TO TRACK THE WEATHER**  
 (WOW: video clip the weather forecast that went wrong!; resources from [WWW.METLINK](http://WWW.METLINK) ; The snowy day! The windy day! The hot day!)  
 Activities: ch complete several weather charts throughout the year and in each season to compile a year's worth of weather charts; hang wind socks and put up windmills and observe  
 Outdoor: hang wind socks and windmills in OPA and observe on different days

**Stand alone investigations:  
 What happens to water in very cold weather/ (Outdoor Play Area)**

The Melling Child:  
 READING/SPELLING/WRITING SKILLS  
 MATHEMATICAL (DATA GATHERING AND RECORDING) SKILLS  
 OBSERVATION GROUP WORK DISCUSSION SPEAKING AND LISTENING  
 CARE AND CONCERN FOR NATURE/THE ENVIRONMENT  
 HEALTHY MIND



# SEASONAL CHANGE



Bella

### 5 Day Weather Diary for The United Kingdom

Draw the correct weather symbol for each day.

UK	UK	UK	UK	UK
cloudy	sunny and cloudy	cloudy	sunny	windy
Monday	Tuesday	Wednesday	Thursday	Friday

Weather Symbols

- sunny and cloudy
- sunny
- rain
- snow
- cloudy
- thunder and lightning
- windy

**CURIOS ABOUT THE WORLD AROUND THEM**

Nature Walks to identify plants and trees in the school environment and homework to do the same with parents.



**REFLECTIVE AND IMAGINATIVE THINKER**

Find out about the importance of trees to the health of humans and other animals.



**MOTIVATED TO LEARN AND RESILIENT WHEN CHALLENGED**

Plant, look after and observe a range of plants from seeds, showing resilience when completing daily watering and care.



**LITERATE, NUMERATE AND DIGITAL**

Measure the plants that we've been growing, recording growth in a chart  
Ask and answer scientific questions.



**A COMMUNICATOR AND COLLABORATOR**

Show and tell our activities to the parents in the Class Assembly.



**RESPECTFUL AND CARES**

Learn about the plants native to our area and growing and nurturing some plants from seeds/seedlings/cuttings in the Y1 Garden Centre.



**A KNOWLEDGE SEEKER AND KEEPER**

Complete hot Pick books reading challenges using non-fiction books to search out information for ourselves about plants.



# Plants





# Year 1: Plants Knowledge Mat



Subject Specific Vocabulary		Interesting Books	Interesting Facts about this topic:
<b>buds</b>	A bud is the part that grows up and holds the plant together.		Some trees can live for thousands of years.
<b>bulbs</b>	Bulbs store food for a plant and help it grow.		Around 2000 different types of plants are used by humans to make food.
<b>deciduous</b>	Deciduous is the name given to trees that lose their leaves in autumn and are bare in the winter.		Some plants are carnivores, a well known example of a carnivorous plant is the Venus Flytrap.
<b>evergreen</b>	Evergreen is the name of trees that have leaves all your round.		Bamboo can be a fast growing plant, some types can grow almost a metre in just one day!
<b>trunk</b>	The trunk of a tree is the main part that grows from the ground to hold the tree sturdy.	<b>STICKY KNOWLEDGE:</b> <ul style="list-style-type: none"> <li>• Know the names of a variety of common wild and garden plants</li> <li>• Know the names of a variety of common trees</li> <li>• Know the difference between deciduous and evergreen trees</li> <li>• Know which plants grow in the local environment</li> <li>• Know what the parts of plants and trees are called and label them</li> </ul>	Touching poison ivy will cause an allergic reaction, usually in the form of an itchy rash on the skin.
<b>vegetable</b>	A vegetable is a plant or part of a plant which is used as food, for example cabbage or potato.		As well as looking beautiful, trees help purify the air and provide food and shelter for all sorts of creatures.
<b>fruit</b>	The sweet and fleshy part of a plant that contains seeds and can be eaten.		<input type="checkbox"/> Water and nutrients travel up the tree trunk, through the branches and all the way out to the leaves.
<b>wild plants</b>	These are plants that don't grow in our gardens and are self-seeded.		
<b>environment</b>	The area where a plant or tree lives is its environment.		
<b>blossom</b>	Blossom is the flower that comes before the fruit. For example, apple blossom comes before the apple starts to grow.		
<b>petals</b>	A petal is a part of the flower and is usually coloured. The colour and its scent attract insects.		
<b>branches</b>	Branches come from the tree trunk and grown outwards.		



# PLANTS



## I CAN NAME THE FLOWER, PETALS, STEM, LEAF, FRUIT AND ROOTS OF A PLANT

(WOW: Mini-doc video clip Cats' Eyes Flowers, Seeds and Plants)

Activities: investigate how a plant takes in water with dyed water and white flowers; investigate how different plants grow, incl. a range of edible plants and flowering plants by planting and caring for seeds; label various diagrams of flowering plants, eg. with roots, with roots and bulb; watch Mr. Rotivator and explore which part of the plant we are eating with a variety of fruit and vegetables, incl. roots, stems, leaves and flowers

Outdoor: Year One Garden Centre – create raised beds and pots in Spring and maintain during Spring/Summer terms

Cont. prov.,.: mindfulness plants/flowers; play dough plants and flowers; seasonal plant table in class/plant book corner in class (daily read and JRM)

Art: observational drawings of fruit  
DT: food tech. make fruit kebabs/smoothies

## I CAN NAME THE ROOTS, TRUNK, BRANCHES, FRUIT AND LEAVES OF A TREE

### I KNOW THE DIFFERENCE BETWEEN DECIDUOUS AND EVERGREEN TREES

(WOW: The tiniest tree! Look at a bonsai tree and compare/contrast to trees outside)

Activities: label a diagram of a tree; sequence the annual cycle of a fruit tree in four diagrams; go on a tree hunt around the school fields and nature trail, identifying leaves of common trees; compare and contrast different tree types, eg. leaf shapes/needles/deciduous/evergreen  
Outdoor: tree/leaf hunt

Cont. prov.: play dough flowers, plants and trees; mindfulness trees

Art: colour mixing Autumn trees

## I CAN RECOGNISE A VARIETY OF COMMON WILD AND GARDEN PLANTS

(WOW: Mini-doc video clip Cats' Eyes Flowers, Seeds and Plants  
Activities: common plant flower hunt; common tree leaf hunt plus two homework plant hunts; explore how different climatic conditions affect plant types, eg. plants in dry places such as cactus, plants in wet places such as ferns etc. and try to establish common characteristics

Art: sunflower observational drawing

### Stand alone investigations:

Will a seed germinate and grow without certain conditions (light, heat, water)?

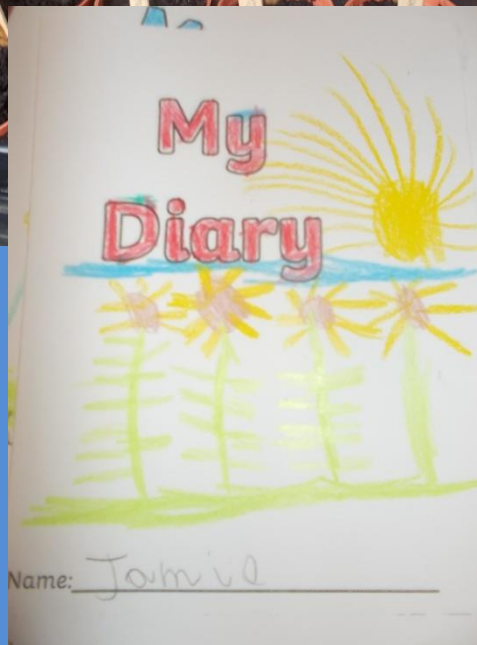
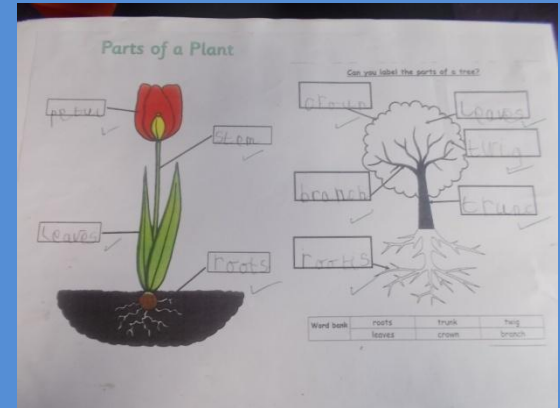
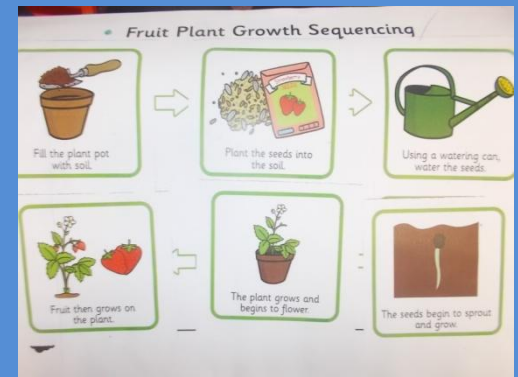
The Melling Child:

READING/SPELLING/WRITING SKILLS

MATHEMATICAL (MEASURING) SKILLS

DISCUSSION OBSERVATION GROUP WORK SPEAKING AND LISTENING CARE AND CONCERN FOR NATURE/ENVIRONMENT

HEALTHY LIVING/HEALTHY EATING/HEALTHY MIND



**CURIOUS ABOUT THE WORLD AROUND THEM**

Investigate the materials around the classroom and school grounds.



**REFLECTIVE AND IMAGINATIVE THINKER**

Make a reflective safety strip to link in with pedestrian training/road safety.



**MOTIVATED TO LEARN AND RESILIENT WHEN CHALLENGED**

Complete homework materials challenge - Find as many materials as you can around your home .



**LITERATE, NUMERATE AND DIGITAL**

Explore different materials using powerpoints and images.  
- ask and answer scientific questions.



**A COMMUNICATOR AND COLLABORATOR:**

Investigate materials around the classroom and school grounds in small groups and explain findings to the rest of the class.



**RESPECTFUL AND CARES**

Look after the environment we live in by picking up litter and sorting waste materials ready for re-cycling or rubbish.



**A KNOWLEDGE SEEKER AND KEEPER**

Complete homework challenges to find as many different materials as possible in our homes.



# Materials



# Year 1: Materials Knowledge Mat

Subject Specific Vocabulary		Sticky Knowledge:	Interesting facts about materials:					
<b>materials</b>	Is what something is made of, e.g. wood or plastic.	<ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made</li> <li>• Describe materials using their senses</li> <li>• Describe materials using their senses, using specific scientific words</li> <li>• Explain what material objects are made from</li> <li>• Explain why a material might be useful for a specific job</li> <li>• Name some different everyday materials e.g. wood, plastic, metal, water and rock</li> <li>• Sort materials into groups by a given criteria</li> <li>• Explain how solid shapes can be changed by squashing, bending, twisting and stretching</li> </ul>	<b>1</b>	<b>Glass is used for ...</b>				
<b>wood</b>	The material that comes from a tree. It varies in hardness.		<ul style="list-style-type: none"> <li>• <b>Windows</b> in houses and cars to see through.</li> <li>• <b>Mirrors</b> – to see yourself – reflection.</li> </ul>	<b>2</b>	<b>Metal is used for ...</b>			
<b>plastic</b>	A 'man-made' material that can be shaped or moulded to any shape.			<ul style="list-style-type: none"> <li>• <b>Strength</b> –in construction of planes, cars and trains and especially tall buildings.</li> </ul>	<b>3</b>	<b>Wood is used for ...</b>		
<b>metal</b>	A tough and strong material which can be heated and shaped into anything.				<ul style="list-style-type: none"> <li>• <b>Doors</b> – most doors are made from wood.</li> <li>• <b>Furniture</b> – most furniture is made of wood, often special wood.</li> </ul>	<b>4</b>	<b>Plastic is moulded or shaped ...</b>	
<b>magnetic</b>	A material that is magnet is attracted to.					<ul style="list-style-type: none"> <li>• to form any shape from buckets to animal jelly casts.</li> </ul>		
<b>liquid</b>	Liquids can flow and take on the shape of their container.							
<b>gas</b>	We can't see gas but it is all around us. There are different types of gas.							
<b>stretch</b>	A stretchy material is one that is like elastic.							
<b>rigid</b>	A rigid material is firm and hard and not flexible.							
<b>flexible</b>	A flexible material is one that can be twisted and is flexible.							
<b>waterproof</b>	Is a material that does not allow water or liquid through.							
<b>shiny</b>	A shiny material is sparkly or glossy and sometimes glittery.							
<b>Transparent</b>	A material that you can see through							
<b>opaque</b>	A material that you cannot see through							

**MATERIALS**





# EVERYDAY MATERIALS



**I KNOW THE DIFFERENCE BETWEEN AN OBJECT AND THE MATERIAL IT IS MADE FROM; I CAN NAME THE MATERIALS OBJECTS ARE MADE OF; I CAN NAME A VARIETY OF COMMON MATERIALS**

**(WOW:**

Activities: read and discuss the Materials series of nf books; matching activities labelling the objects with their materials; sorting objects and recording in different ways activities according to their materials, eg. venn diagrams, tables, sets

Outdoor: explore and identify natural and manufactured materials in the environment

Cont. Prov.: mixed materials self directed collages craft table

Art: natural materials collage

**I CAN DESCRIBE OBJECTS USING MY SENSES; I CAN DESCRIBE OBJECTS USING SCIENTIFIC WORDS (WOW: FEELY BAG SURPRISES)**

Activities: feely bag games to describe a variety of natural and manufactured materials; materials sorting activities, including a variety of sorting/presenting techniques, eg. venn diagrams, tables, sets

Outdoor: explore and describe natural materials in the school environment, eg. nature trail and spend time exploring the textures of our environment

Cont. Prov.: ongoing Science Table with feely bags, magnets, materials with different characteristics, eg. textures, range of materials nf books etc.

Maths: sorting and presenting information

**I CAN EXPLAIN HOW SOLID OBJECTS CAN BE CHANGED BY SQUASHING, BENDING STRETCHING AND TWISTING**

**(WOW: STRETCH ARMSTRONG TOY – HOW MUCH WILL HE STRETCH?)**

Activities: play dough prep activities then clay models; cake making to explore changing materials; Easter nests to explore changing state of chocolate from solid to liquid to solid again; paper collages

Cont. Prov.: play dough table with a variety of challenge/activity mats

**I CAN SORT OBJECTS ACCORDING TO GIVEN CRITERIA; I CAN EXPLAIN WHY A MATERIAL MIGHT BE USED FOR A SPECIFIC JOB**

**1. MAGNETISM: I KNOW THAT IS AN OBJECT IS MAGNETIC IT MUST BE METAL BUT THAT NOT ALL METALS ARE MAGNETIC (WOW: MAGNET 'MAGIC' TRICK; MAGNET MAN VIDEO CLIP)**

Activities: group investigation - prediction/testing/recording activity for a range of magnetic and non-magnetic materials, including magnetic and non-magnetic metals

**2. REFLECTING MATERIALS**

**(WOW: NEW YORK SKYLINE AT NIGHT)**

Activities: Examine and sort materials according to how reflective they are and make reflective safety strips for Barnaby Bear's rucsac on his travels; children make individual safety strips to go on their own rucsacs to link in with pedestrian training/road safety

**3. NATURAL/MANUFACTURED**

Activities: mini-doc series exploring a range of different materials and how they are developed into a range of products; group sorting activities

Cont. Prov.: ongoing Science Table with feely bags, magnets, materials with different characteristics, eg. textures etc.

Problem Solving/Challenges: series of magnet challenges

The Melling Child:

READING/SPELLING/WRITING SKILLS

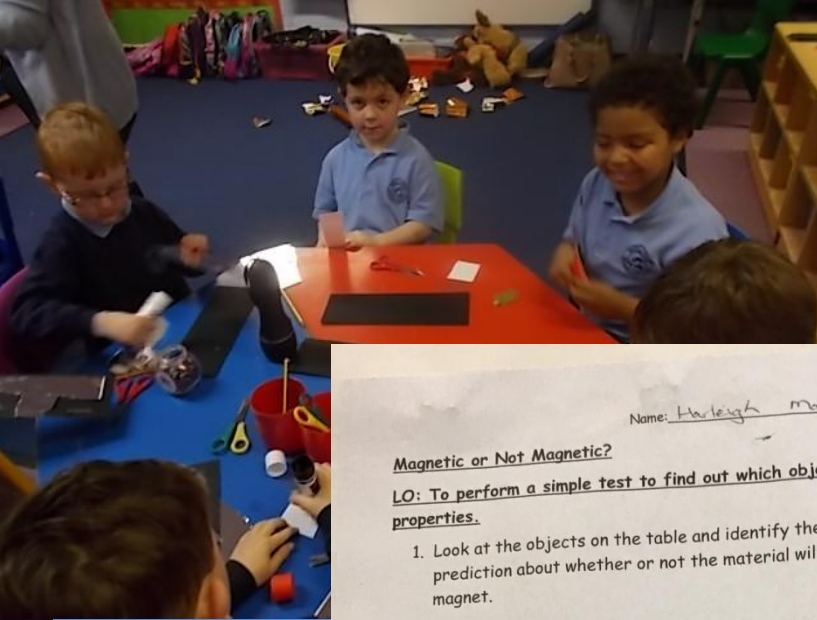
MATHEMATICAL (DATA GATHERING AND RECORDING) SKILLS

OBSERVATION DISCUSSION

ENQUIRY/INVESTIGATIVE SKILLS

GROUP WORK/COOPERATION

HEALTHY MIND



Name: Harleigh Mason 6/6

**Magnetic or Not Magnetic?**  
**LO: To perform a simple test to find out which objects have magnetic properties.**

1. Look at the objects on the table and identify the materials, make a prediction about whether or not the material will be attracted to the magnet.
2. Test each object with the magnet and record the outcome.

Can you see a pattern?

Object	Material	Prediction	Outcome
Pencil	Wood	Not Magnetic	X
Scissors	Metal	Magnetic	✓
1p coin	Metal	Magnetic	✓
Cubes	Plastic	Not Magnetic	X
Spring	Metal	Magnetic	✓
20p coin	Metal	Not Magnetic	X
Card	Paper	Not Magnetic	X
Sock	Fabric	Not Magnetic	X
Weight	Metal	Magnetic	✓
Bowl	Metal	Not Magnetic	X

What pattern can you see?  
 Magnets will attract to metal but only some magnetic things have things that are magnetic ✓

6/6 Petra

I can tell the difference between an object and the material it is made from

Objects	Materials