

KS1 Science Medium Term Plan

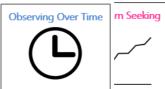
Topic: Materials Year group: 1 Term: Spring 2023

Working scientifically objectives which are covered in this unit









*delete areas above not covered

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions

National Curriculum Objectives for science unit

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties.

 gathering and rec 	ording data to help	00	•							
Lesson sequence	Everyday materials	Everyday materials	Everyday materials	Everyday	Everyday materials	Everyday materials	Everyday	Everyday materials	Everyday materials	Everyday materials
	Lesson 1	Lesson 2	Lesson 3	materials	Lesson 5	Lesson 6	materials	Lesson 8 (See	Lesson 9	Lesson 10
include WALTs/LOs				Lesson 4			Lesson 7	assessment to see if		
_	What material is	What material is	Is it absorbent?		What is it like?	Can the same object be		necessary)	Ice observation	Frozen
and key concept:	this- part 1.	this- part 2.		Continue with last		made from different	Assessment			
				lesson		material?		What is it like?	See Hamilton trust	See Hamilton trust
									planning in science folder	planning in science
						WALT describe how the			lesson 10.	folder lesson 11.
	WALT: identify and	WALT:	WALT:		WALT:	same type of object can		<u>-</u>		
	name three	identify and name	Use the best		identify and describe the	be made using different		WALT:	WALT Understand that	WALT Devise an
	everyday materials	four everyday	materials for a		physical properties of a	materials		identify and describe the	water is a material and ice	investigation to melt the
		materials	purpose.		selection of materials	As a group sort objects		physical properties of a selection of materials	is water in a different state	ice quickly or slowly
					In groups chn have a range	by their names and what		Selection of materials	Watch a block of ice melt	Manking with play
	to an account about the		Chn are introduced		of the materials made from	they are used for, such	In groups, chn	In groups chn have a	and record the changes.	Working with play figures frozen in ice,
	In groups give chn	In groups give chn	to Yasmin the vet,		metal, plastic, wood, rock,	as a cup for drinking and	have a range of	range of the materials	Understand what happens	devise an investigation
	an object that is made out of wood,	an object that is	she needs to find		brick.	a toy for playing, talk	objects in a feely	made from metal,	to the particles in ice when	to release them. How
	metal or plastic.	made out of water, rock, brick or glass.	out which material		Chn talk about how the	about how we will	bag. One by one	plastic, wood, rock, brick.	it melts and act this out in	can you melt the ice
	Chn need to talk	Chn need to talk	is the most		material feels and looks,	investigate what	they must feel the	Chn talk about how the	the playground.	quickly to free the
	about what	about what	absorbent for a pet		write relevant words on the	materials they are made	object and describe how it	material feels and looks,		figure? Can you do it
	material it is made	material it is made	bed.		IWB under the headings	from.	feels, they write	write relevant words on		slowly so it takes a lot
	from, describe it's	from, describe it's			'Feels' and 'Looks'.		this down on their	the IWB under the		longer?
	property/s and	property/s and	Chn predict,		Ask children to stand up if	In grps give chn a	sheet. They can	headings 'Feels' and		
	then put it into the	then put it into the	investigate and		they think they have a	selection of objects from	then pass this on	'Looks'.		
	correct hoop.	correct hoop.	write up results.		smooth material. Ask them	four categories. Do not	to the next chd	Ask children to stand up		
		·			what the material is called.	tell them the categories.	who does the	if they think they have a		
	Repeat with other				Repeat this using other	Give them writing sheet.	same. When the	smooth material. Ask		
	objects.	Give chn a			words from Resource sheet	Chn to group objects	whole group have	them what the material		
		selection of			1.	according to their name	felt it, they look at	is called. Repeat this		
	Chn then take post	pictures with			Ask them if they have a	and what they are used	the object and	using other words from		
	it notes and write	examples of the			material with two of the	for, and to identify the material from which they	decide what it is	Resource sheet 1.		
	wood, metal or	four materials			properties, for example,	are made.	made of, write it	Ask them if they have a		
	plastic on them.	(water, glass, rock,			shiny and hard.	are made.	down and then	material with two of the		
	They find objects	brick) Include some					write the name of	properties, for example,		
	around the room	pictures of metal,			In groups chn		the object down.	shiny and hard.		
	made from that	plastic and wood			III groups ciiii					
	material and stick									

	the post it note on	objects from			describe the properties of		5 objects with 1	In groups chn		
	it.	Lesson 1.			materials by touch and sort		object in each x2	describe the properties		
		Chn to cut out			them.		for 10 groups of 3.	of materials by touch and		
		pictures and sort			Each group has a feely bag, a			sort them.		
		and stick them into			box of materials, sorting			Each group has a feely		
		categories of			hoops and record sheet			bag, a box of materials,		
		water, glass, rock			Chn to look at the materials			sorting hoops and record		
		and brick, and to			in the box.			sheet		
		collect together			Chd 1 selects a material			Chn to look at the		
		the pictures from			from the box and puts it into			materials in the box.		
		Lesson 1.			the bag without the other			Chd 1 selects a material		
					two chn seeing what it is.			from the box and puts it		
					Chd 2puts their hand in the			into the bag without the		
					bag and describes what they			other two chn seeing		
					feel using the property			what it is. Chd 2puts		
					words.			their hand in the bag and		
					Chd 3has to guess what the			describes what they feel		
					material is.			using the property		
					When they have guessed it,			words.		
					chn fill in the sheet by			Chd 3has to guess what		
					drawing or writing the			the material is.		
					names of the materials in			When they have guessed		
					the right boxes according to			it, chn fill in the sheet by		
					the properties they have.			drawing or writing the		
								names of the materials in		
					Chn then change roles and			the right boxes according		
					repeat.			to the properties they		
								have.		
								Chn then change roles		
								and repeat.		
Key vocabulary to	materials, wood,	materials, water,	Absorbent, non-	Absorbent, non-	hard, soft, rough, smooth,	metal, wood, wooden,		hard, soft, rough,	water, ice, melts, frozen,	water, ice, melts,
be explicitly taught	plastic, metal	rock, brick, glass	absorbent, predict,	absorbent, predict,	shiny, dull, light, heavy,	plastic, glass, fabric,		smooth, shiny, dull,	observe, materials,	frozen, observe,
be explicitly taught	Duamantias hand	, , , ,	fair test	fair test	transparent (or see-	water, brick, rock		light, heavy,	properties	materials, properties
	Properties- hard,	Properties- wet,			through), opaque (or	110001, 211011, 10011		transparent (or see-		
	smooth, soft,	liquid, rough,			can't see through),			through), opaque (or		
	rough, bendy,	hard, heavy,								
	shiny,				properties, harder,			can't see through),		
		light,			lighter, rougher			properties, harder,		
								lighter, rougher		
Cross-curricular	English- S&L	English- S&L	Maths	Maths	English speaking and listening	English speaking and listening, writing	English speaking and listening	English speaking and listening	English	English
<u>links</u>						insterning, writing	and iisterillig	iisteiiiig		
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