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| **SUBJECT: Science** | **YEAR: A** | **TERM: Autumn 2/Spring 1** | | **YEAR GROUP: 1** |
| **KEY QUESTION: What are the properties of everyday materials?** | | | | | |
| **PREVIOUS KNOWLEDGE** *We would expect most children to already be able to:* | | | | | |
| **End of Unit Objectives** | | | | | |
| *Some children will not yet have met what is expected and show they are* ***emerging*** *because they can:* | *Most children will show that they have reached the* ***expected***  *level because they can:* | | | *Some children will have gone beyond the expected level and show that they are* ***exceeding***  *because they can:* |
| What are the different Materials? | | | | |
| I can identify and name two different materials. | I can identify and name some different materials. | | | I can identify a range of different materials. |
| How can we distinguish between the object and what it is made from? | | | | |
| I can name specific objects and with support begin to suggest the materials which they are made from. | I can name the materials which specific objects are made from. | | | I can explain the difference between objects and materials. |
| How can we describe the properties of different materials? | | | | |
| With support, I can describe how different materials look. | I can describe how different materials look and feel. | | | I can describe how different materials look and feel and can compare them. |
| How can we test the properties of materials? | | | | |
| I can test and identify which materials objects are made from. | I can test different materials to see how they react. | | | I can test materials to see how they react and begin to describe how and why this happens. |
| Can objects be grouped by their properties? | | | | |
| I can sort objects by their properties. | I can group objects together that have the same properties. | | | I can group objects together that have the same properties and explain why I have grouped them in this way. |
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| Scientific vocabulary | | | | |
| Wood  Metal  Plastic  Glass  Paper | Opaque  Transparent  Translucent  Materials  Properties | | |  |
| **ASSESSMENT OPPORTUNITIES – What are children aiming for?**  *Children will be able to demonstrate their learning through:*   * Questioning to gather deeper understanding * Verbal responses * Practical activities | | | | | |
| **ENRICHMENT OPPORTUNITIES –**  **What can we give children along the journey to help them remember more?**  *We will endeavour to include:*   * Practical activities allowing the children to put what they have learnt into practice * Quality videos / interactive games and quizzes | | | **CROSS-CURRICULAR LINKS –**  **What links can we make to help children make sense of what we want them to know and be able to do?**  *This itinerary fits with our other learning through:* | | |